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ABSTRACT

This guide resulted from the Career Education Workshop conducted at District One Technical Institute, Eau Claire, Wisconsin in June 1972. It is intended to introduce the essential elements and concepts of career education and the world of work into post-secondary and adult education curriculums. The model guide, to be tested during the 1972-73 academic year, is flexible enough to be applicable to all of the programs offered at the District One Technical Institute and may also be used after evaluation in other post-secondary institutions. The eight elements and 16 concepts of career education are graphically presented in the model guide by charts and text. The section on activities related to the concepts could be used as a sample workbook. Included in the guide is a bibliography of resource materials on general vocational guidance and also on specific occupations. Other data from the workshop appear in the appendix. (MF)

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A GUIDE TO CAREER EDUCATION

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District 1
Technical Institute —
Eau Claire

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Summer, 1972

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FORWARD

Even though acknowledgement and impetus for the basic concept of Career Education currently emanates from the uppermost levels of Government, such as the President of the United States and the United States Office of Education, the actual implementation necessarily must emerge or "bubble-up" from the inherently complex and intricate "body politic" that exists at the local and state levels. In this case "body politic" refers not only to governing institutions at all levels, but also the home, community, educational and industrial based areas as well.

Thus, Career Education will be defined and it will be described by countless people at each level throughout the entire nation; and, regardless of the reference points or foci from which they start, it will hopefully lead to a product and/or process readily and easily incorporated by the vast numbers of the "body politic" which go to make up the entire spectrum of humanity.

Perhaps a definition such as the following will elict the proper responses toward Career Education's implementation in our own educational institutions; indeed, the themes of change and direction implicit in Career Education now afford us the opportunity to explore

more fully the broad picture and all of its implications and ramifications in terms of the anxieties, frustrations, concerns and hopes experienced by each person cognizant of the potential benefit that can be found in Career Education.

CAREER EDUCATION is a continuous and sequential series of learning experiences through which each person, potentially acquires certain competencies, permitting him the flexibility to fulfill the personal desires and needs he seeks in an occupation, a calling, employment or pursuit. "As each person acquires these learning experiences in the Career Education plan of action they should be relevant and meaningful as well as interesting in keeping with his needs, background and maturational level." (Dr. Micheels). Subsequently, within this ongoing process, Career Education should permeate the entire spectrum of our educational institutions, whether they be home, school, community or industry-based institutions. This consequently, requires a continuous evaluation or assessment of each person's needs, permitting flexibility for their skills, talents, successes and achievements to remain socially acceptable.

Let us now begin this adventure into the "realm" of Career Education without further hesitation; all can contribute, and, with each contributing his own experiences gathered and nurtured in the world of work, untold benefit will hopefully be reaped by all people, at any time and at any place throughout each person's lifetime.

INTRODUCTION TO GUIDE

The intent of this Guide is to introduce to the interested user the essential elements and concepts which, when applied, help to establish and reinforce the student's awareness of himself and the world of work. It includes numerous, suggested, learning factors of topics, along with subsequent sample activities and resources with focus on the implementing and placing of Career Education into its proper perspective throughout the post-secondary study and training levels.

This particular Guide, along with the Career Training Opportunities Handbook are the results of the Career Education workshop conducted at District One Technical Institute in Eau Claire from June 12 to June 30, 1972. The intent of the workshop, according to the participants, (listed in the Appendix) was to assist in enhancing post High School and Adult Curriculum with the concept -- Career Education. A definite, workable framework or structure has been created by the workshop participants. To aid in better explaining the Guide, a simplified, graphic model has been developed which lends credence to the Guide's format (see Figure One). It is one which can be tested during the 1972 - 73 academic year. The

Guide is flexible enough to permit applicability in all of the programs offered at the District One Technical Institute, Eau Claire. It is hoped that the tentative product can be usable in other post-secondary institutions after it has been properly tested, evaluated and revised.

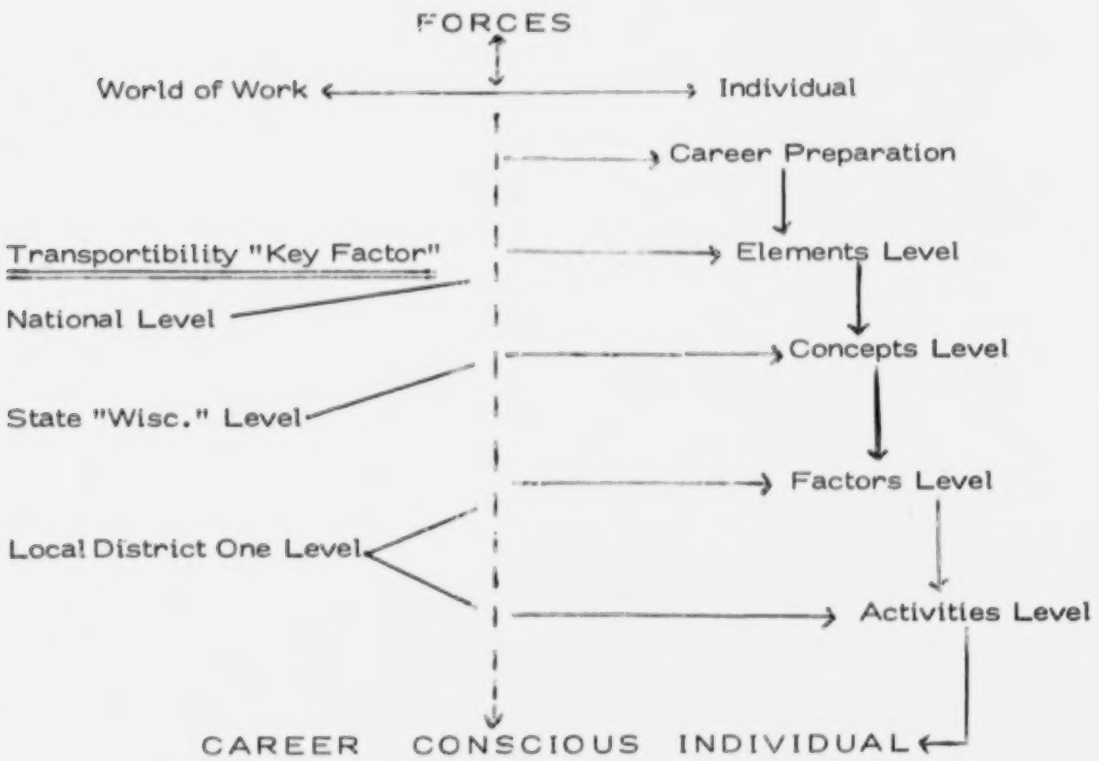


Figure #1. The above is a graphic representation of the basic format of the Guide, and the relationship between these various levels which illustrate the forces acting upon the potential career conscious individual.

Included in this Guide are useful and practical definitions necessary to explain the model Guide developed. Reference at this point should be made to the inclusion of the Ohio State's matrix of the eight elements previously evolved from people in the United States Office of Education. Also, it should be mentioned that the 16 concepts were created and finally incorporated into the Wisconsin Career Development Guide in December, 1971. The following are three succinct, specifically defined terms elicted from the workshop participants and also utilized in the Guide:

1. Career Education: Enables individuals to become usefully employed in the world of work in a field which is both psychologically satisfying and need fulfilling throughout life.

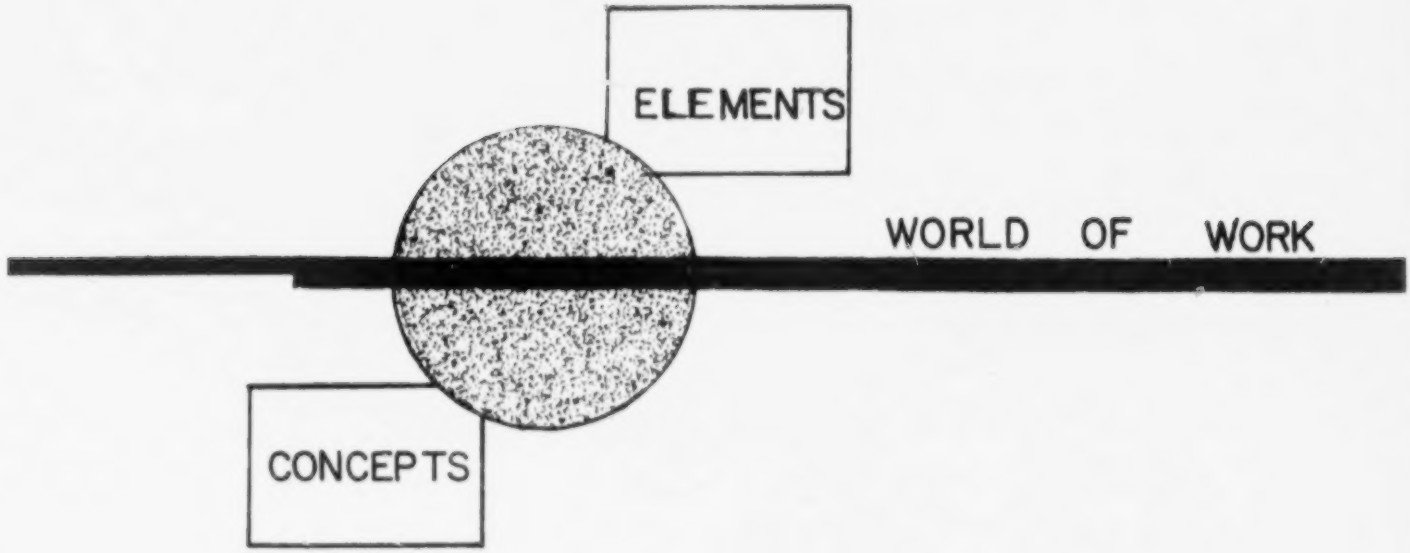
2. Elements: Career Education is divided into eight main ideas called elements. Each element is a component part of the whole of Career Education which stresses its distinguishable parts.

3. Concepts: Elements are broken down into sixteen concepts. The concepts are major ideas, thoughts of notions identified as essential to the career development process.

Keeping these apt phrases in mind will help the user follow the basic format of the Guide as it is graphically presented via charts, matrices, pictures and written presentations. It was kept to a minimum of complexity to further enhance its usability and pragmatic approach towards implementing Career Education.

Guide users should feel free to write their comments and suggestions in the Guide on any of the pages as they proceed through its several graphically labeled sections. The utility and benefit of the Guide, in this case, is only limited by the limitations of each person's mind.

The Activities Section, in particular, could be visualized as the "workbook" section. Users should utilize the sample activities as examples only. Obviously these sample activities are such that more specific examples written in by the user, as the element or concept is used in the classroom, will contribute to the Guide's success in evaluating, testing and revising it in future workshops.


ELEMENTS
WORLD OF WORK
CONCEPTS

WORLD OF WORK

The United States Office of Education has put forth fifteen occupational clusters (see Appendix) as another method of pictorially explaining the countless number of jobs presently existing in the United States. What are occupational career clusters? They are a way to organize occupations and educational programs to assist students and others in making a decision in career planning. Most of the occupations, jobs and/or educational programs that students can enter could be placed into one of the fifteen.

The basic "contents" of each particular cluster tend to lean towards a similar pattern of interests, abilities and competencies. The cluster approach, then, tentatively suggests the possibilities for basic categorization of these countless number of jobs. In the future this particular model will lend other guides' ideas, concepts and elements, an organizational framework, permitting them transportability throughout the nation.

Directly related to the cluster approach (see Appendix and Figure One) is the following matrix, Figure Two. This is yet another way of illustrating the relationship between the United States Office of Education elements (see Figure Three) and the Wisconsin State Career Development Guide's sixteen concepts as suggested by the Technical Institute Summer Workshop participants.

		SELF AWARENESS	CAREER AWARENESS	EDUCATIONAL AWARENESS
1. Understanding and acceptance of self.	1.	X		
2. Dignity and worth of individual.	2.	X		X
3. Occupations exist for a purpose.	3.		X	X
4. Occupations may be classified in different ways.	4.		X	X
5. Work means different things to different people.	5.	X	X	
6. Education and work are interrelated.	6.			X
7. Individual differences (interests, abilities, attitudes, and values).	7.	X		X
8. Occupational supply and demand affects career planning.	8.		X	X
9. Job specialization creates interdependency.	9.		X	
10. Environment and individual potential interact.	10.	X	X	X
11. Occupations and life styles are interrelated.	11.	X	X	
12. Individuals can perform adequately in many occupations.	12.	X	X	X
13. Career development requires a series of choices.	13.	X	X	X
14. Work is influences by various groups and institutions.	14.	X	X	X
15. Individual responsibility for planning	15.	X	X	X
16. Job characteristics and individuals must be flexible.	16.	X	X	X

ELEMENTS - (

E L E M E N T S

	SELF AWARENESS	CAREER AWARENESS	EDUCATION AWARENESS	ECONOMIC AWARENESS	APPRE 'ATION ATTITUDES	SKILLS & BEGINNING COMPETENCIES	DECISION MAKING	EMPLOYABILITY
1.	X			X	X		X	X
2.	X		X		X		X	
3.		X	X	X				
4.		X	X				X	X
5.	X	X		X	X	X		X
6.			X	X	X	X	X	X
7.	X		X		X	X	X	X
8.		X	X	X			X	X
9.		X			X	X		X
10.	X	X	X			X	X	
11.	X	X		X	X	X	X	
12.	X	X	X	X	X	X	X	X
13.	X	X	X	X	X	X	X	X
14.	X	X	X	X		X	X	X
15.	X	X	X		X	X	X	X
16.	X	X	X	X	X	X	X	X

ELEMENTS - CONCEPTS - RELATIONSHIP -- FIGURE TWO

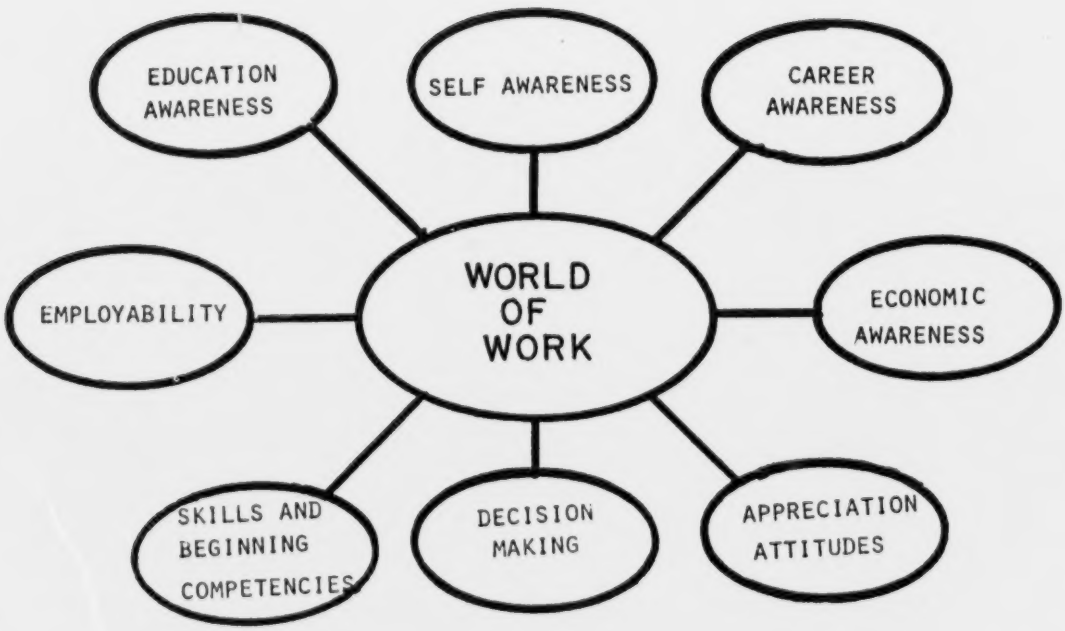
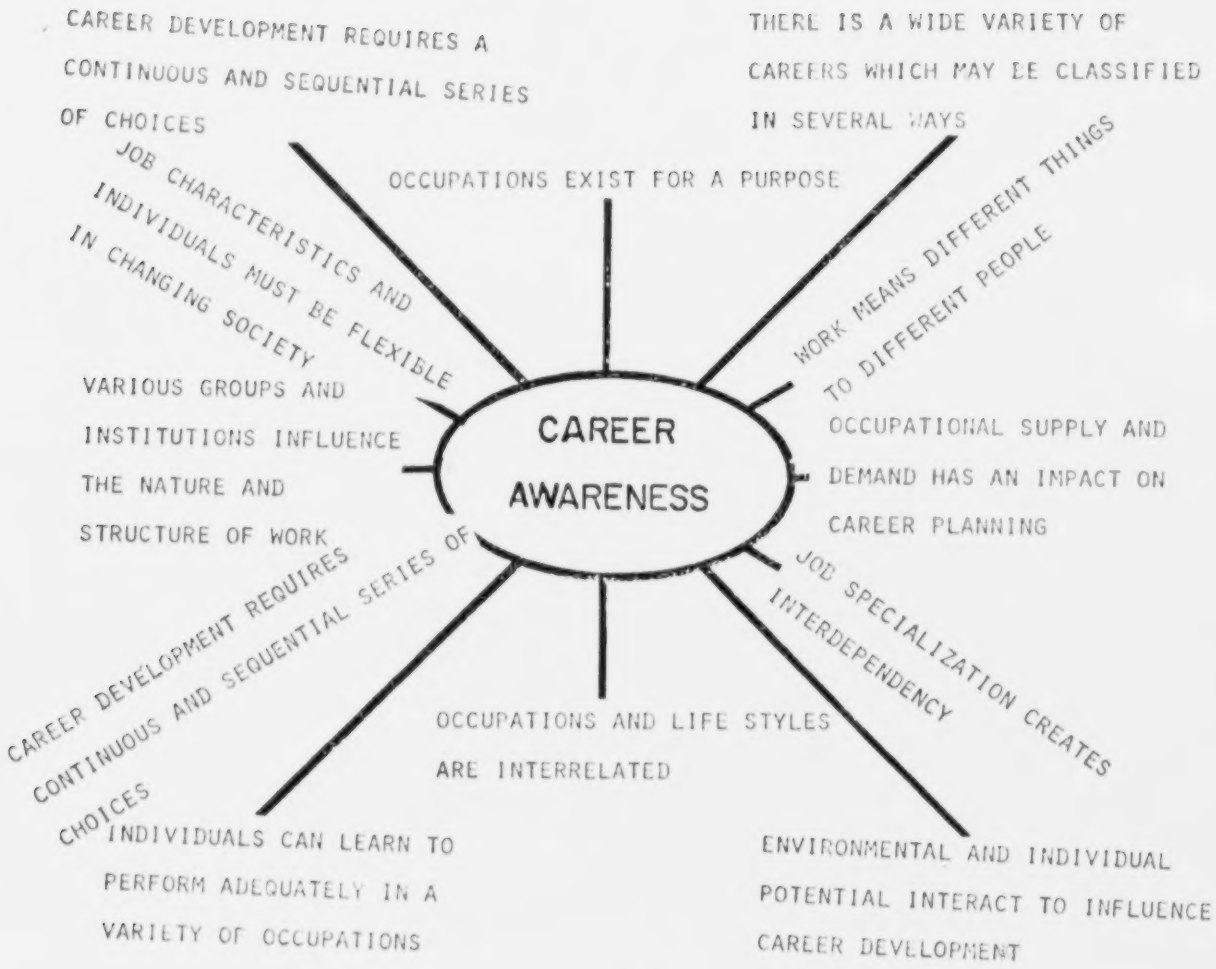


FIGURE 3. THE ELEMENTS IN THE WORLD OF WORK

CAREER AWARENESS*

The individuals entering school possess some knowledge about, attitudes toward, and interests in some careers. He knows something about career performances, associated life-styles, rewards, leisure time, working conditions, and the education and training requirements possessed by some persons in some careers. That knowledge of careers can be referred to as career awareness. Through career education, home, and community life the student should be assisted in understanding the broad range of careers which are available as they serve him, the community, or society at-large. He should also be assisted in learning what is involved in the development, growth, behavior, training, and rewards of persons engaged in specific occupations. From this broad understanding of careers, career awareness, the student should experience active career exploration and preparation which leads to career identity. Career identity is defined as the individuals selection of an appropriate role or roles within the world of work.

*The written definition and those which follow are from the CCEM Matrix Model, Ohio State University.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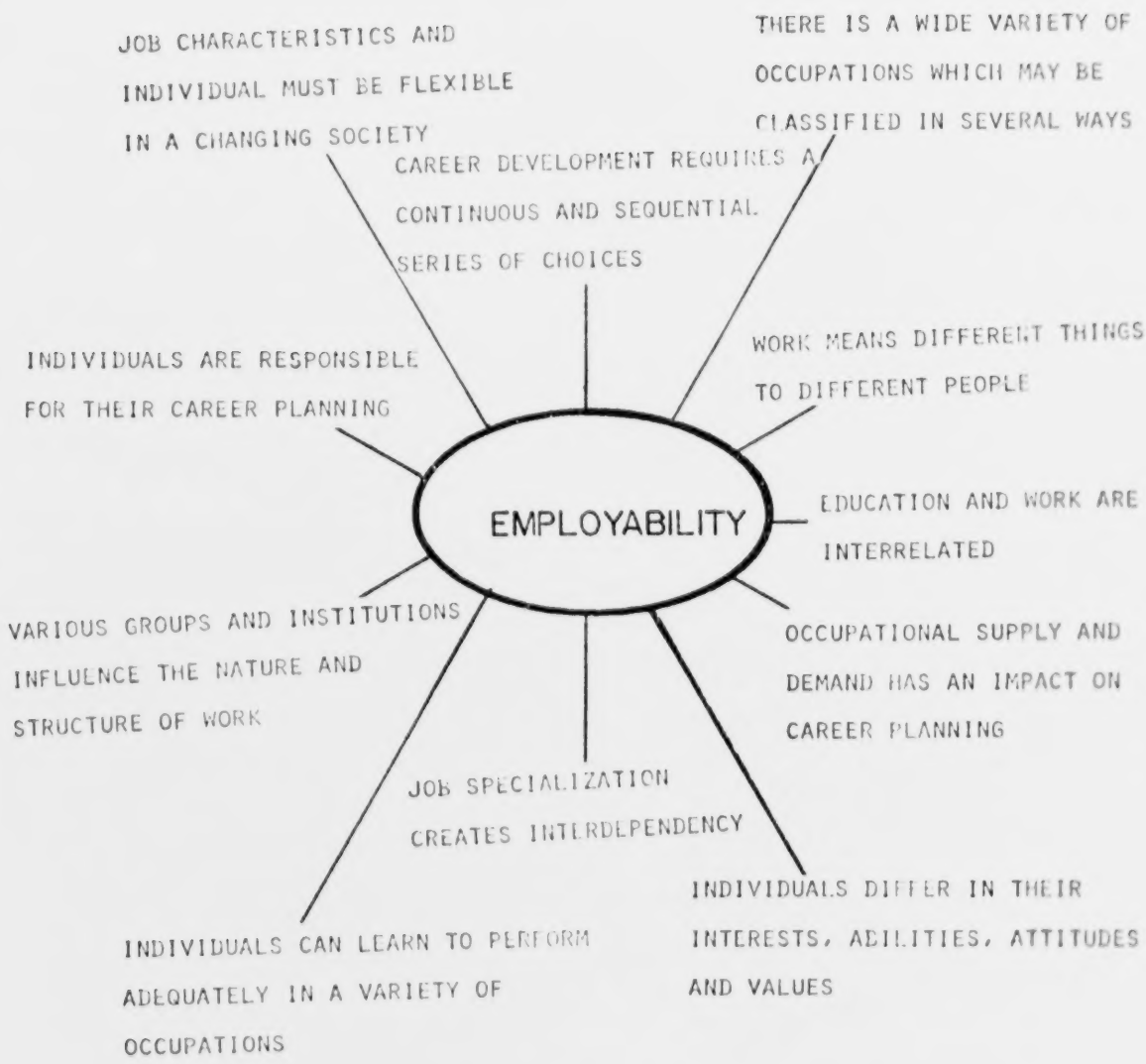
ENVIRONMENTAL AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT

EMPLOYABILITY SKILLS

Employability skills are those elements of career education which have to do with searching for, locating, and obtaining career placement both on an initial and an advanced basis. Employability skills also deal with developing group participation and other social relation awarenesses and skills.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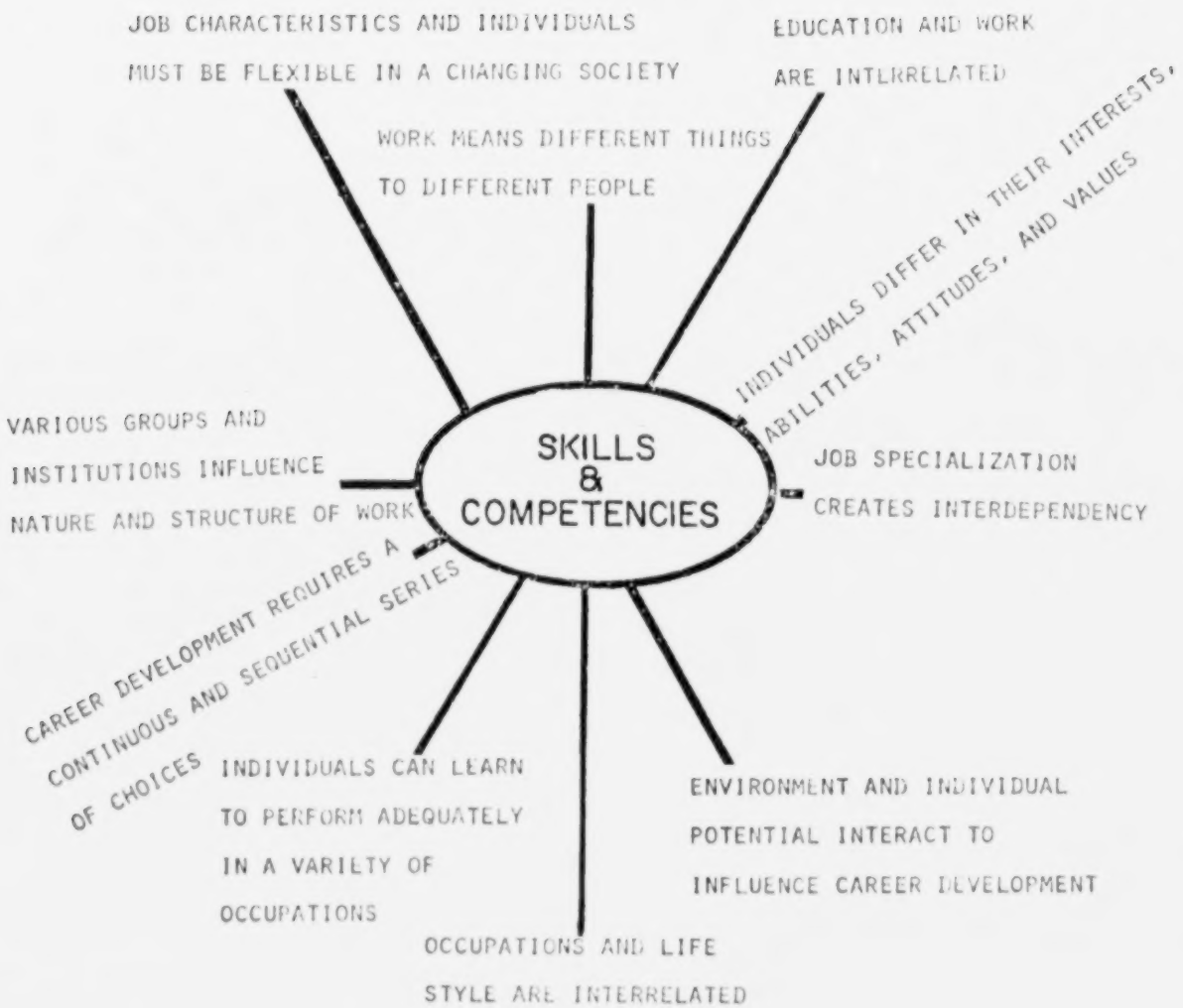
SKILL AWARENESS

The entering student is aware that some skills are required for engaging in occupations, and he may have some beginning skill competence. He is able to participate in some tool and process applications. Tool skills are defined very broadly to include all of the ways in which man extends his behaviors. He extends his ideas by means such as language skills, drawings, drafts, performance. He extends his ideas over time and space by the use of written communication, telephone, paintings, photography, and by building devices. He extends his senses by the use of microscopes and telescopes, his physical capability and capacity by the harnessing of energy and the using of tools. Man engages in process applications by creating or imitating individual or group sequences for completing tasks. The career education program and its support systems will provide opportunities for the student to participate in tool and process applications in order to provide for employment skills. Additionally, this development will feed into other elements of career education, such as career identity, self-identity, economic understanding.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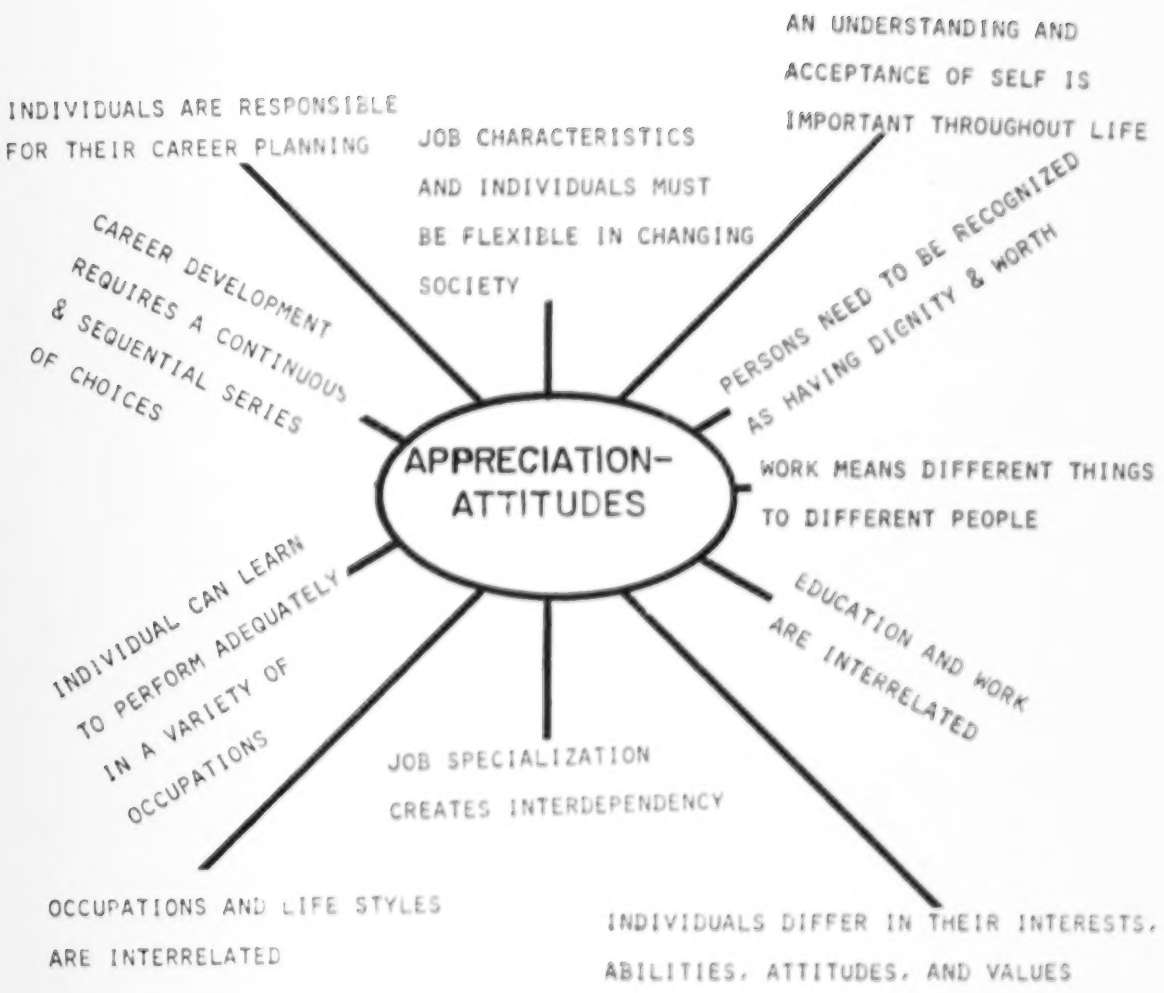
OCCUPATIONS AND LIFE STYLE ARE INTERRELATED

APPRECIATIONS-ATTITUDES

The element Appreciations, Attitudes was included as a means of focusing attention on the affective component of career education. Through career education and its supporting systems, the individual should develop an internalized value system which includes a valuing of his own career role and the roles assumed by others. These appreciations and positive attitudes toward his own career role and the roles of others in the society should lead to active and satisfying participation as a productive citizen and thus, provide for both self-fulfillment and social fulfillment. Self-social fulfillment is defined as the internalization of a value system which motivates the student toward becoming a self-actualized, self-fulfilling member of the world of work with appreciations for his own role and the roles of others.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ECONOMIC AWARENESS

The child has observed and participated in the economic system to some extent prior to school entry. Building on this base of economic awareness, we wish to facilitate the students' thorough exploration of the economic system both as it relates to career development and the community and society-at-large. Economic understandings are defined as those conceptual elements and networks which make it possible for the child or adult to "read" the economic environment and solve personal and social economic problems.

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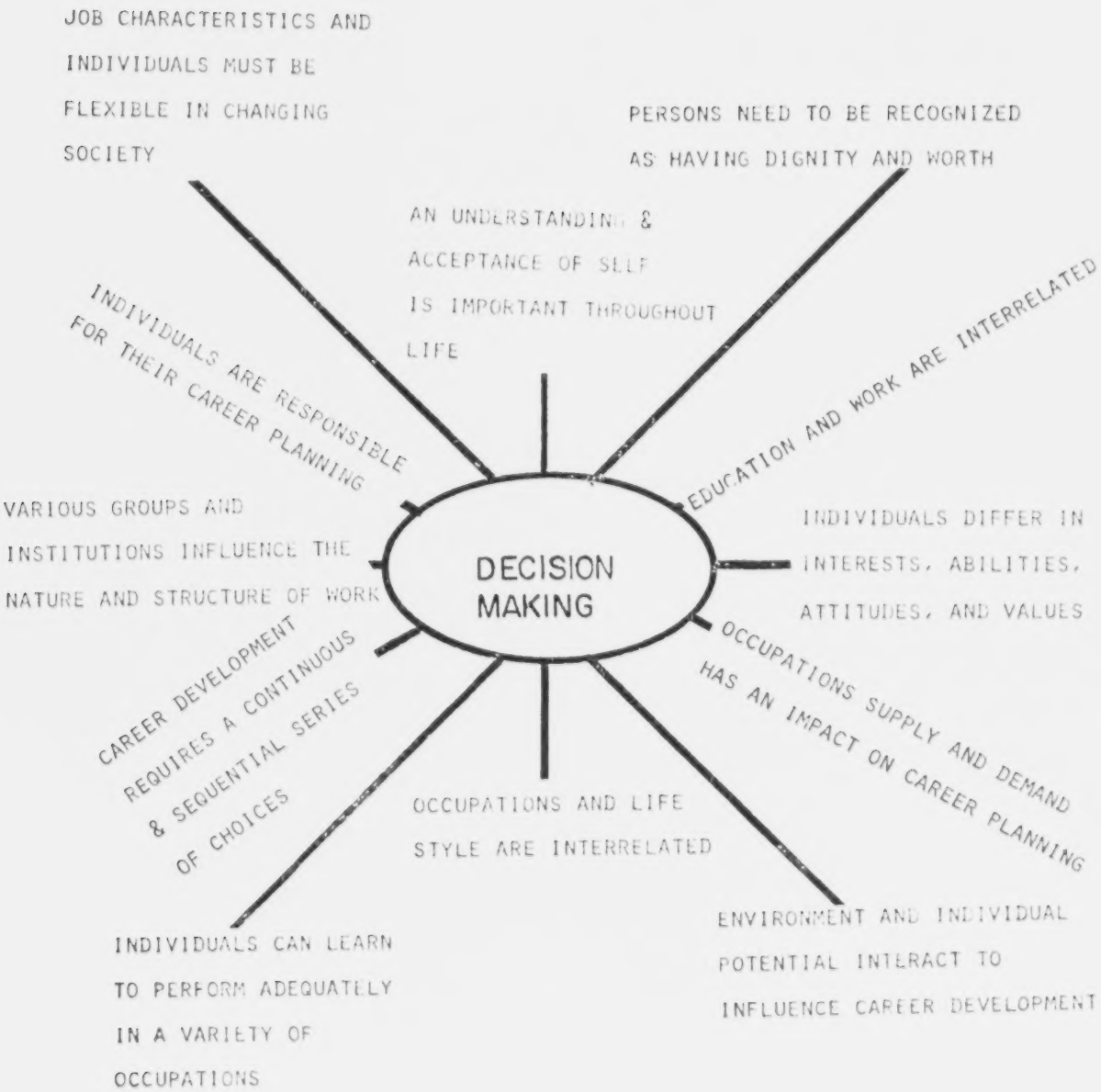
DECISION-MAKING SKILLS

The entering student has some understanding of the decision-making process and possesses some decision-making skills. If he is able to understand cause and effect relationships, he is ready to examine the decision-making process. Through career education and supporting school and life experiences, he will develop increasing skill and experience in the rational processes of decision-making, practice making decisions, and come to accept the responsibility for the outcomes of his decisions. The career decisions made during his involvement in the Comprehensive Career Education Program will progress from very tentative and flexible career decisions to decisions which are increasingly irreversible or reversible only at some cost of time, effort or money. He should reach a decision which represents a careers direction-setting by grade ten, or early enough to provide for the development of entry level skill in a career plan prior to school exit. Career decisions are defined as a careers direction-setting, the product of a rational process, a plan for immediate, intermediate, and long term career development.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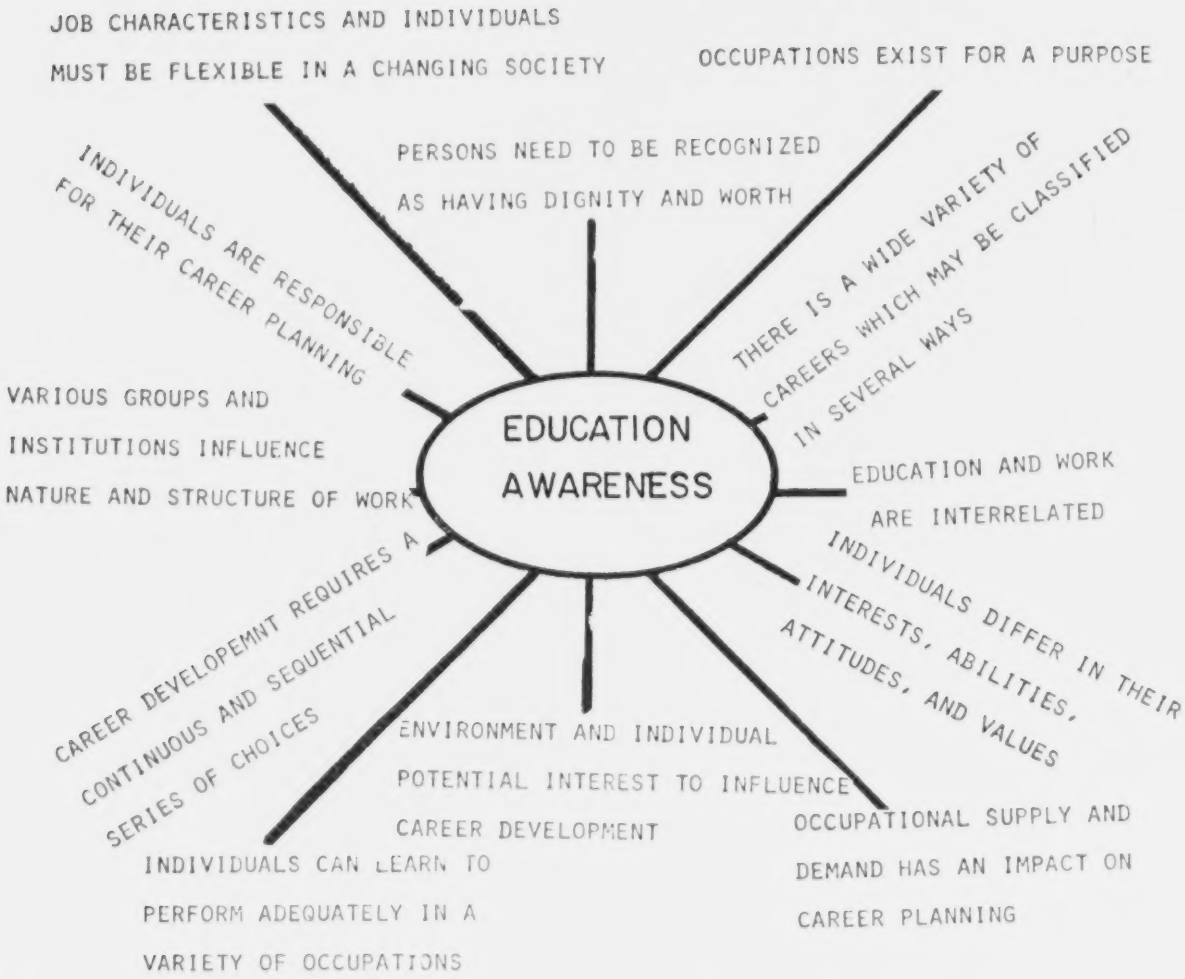
EDUCATIONAL AWARENESS

The entering student has some awareness of the relationship between education and training, whether formal or experienced-based, and the life roles assumed by himself and others. From this basic educational awareness, the student will continue to develop and refine a thorough understanding of the part education and training plays in relation to the "real" and "now" world and the changing world in which he will assume a more complete productive participation. He will also come to recognize the need for specific education and training for specific career roles. Educational identity combines an understanding of the relationship between education and training and life roles, the knowledge of himself as a participant in education and training, his learning style, pace, capabilities and capacities, and the ability to select and evaluate educational avenues for the development of his career plans.

If it is agreed that career education is a developmental process which goes hand-in-hand with the growth and development of the individual and that these eight elements adequately define the structure of career education, then comprehensive career education can be designed so that each of these elements will be further developed as the child progresses through each maturation level. Maturation and a broadened experience base provide a foundation for developing new insights, understandings and higher level skills as the child progresses through the program.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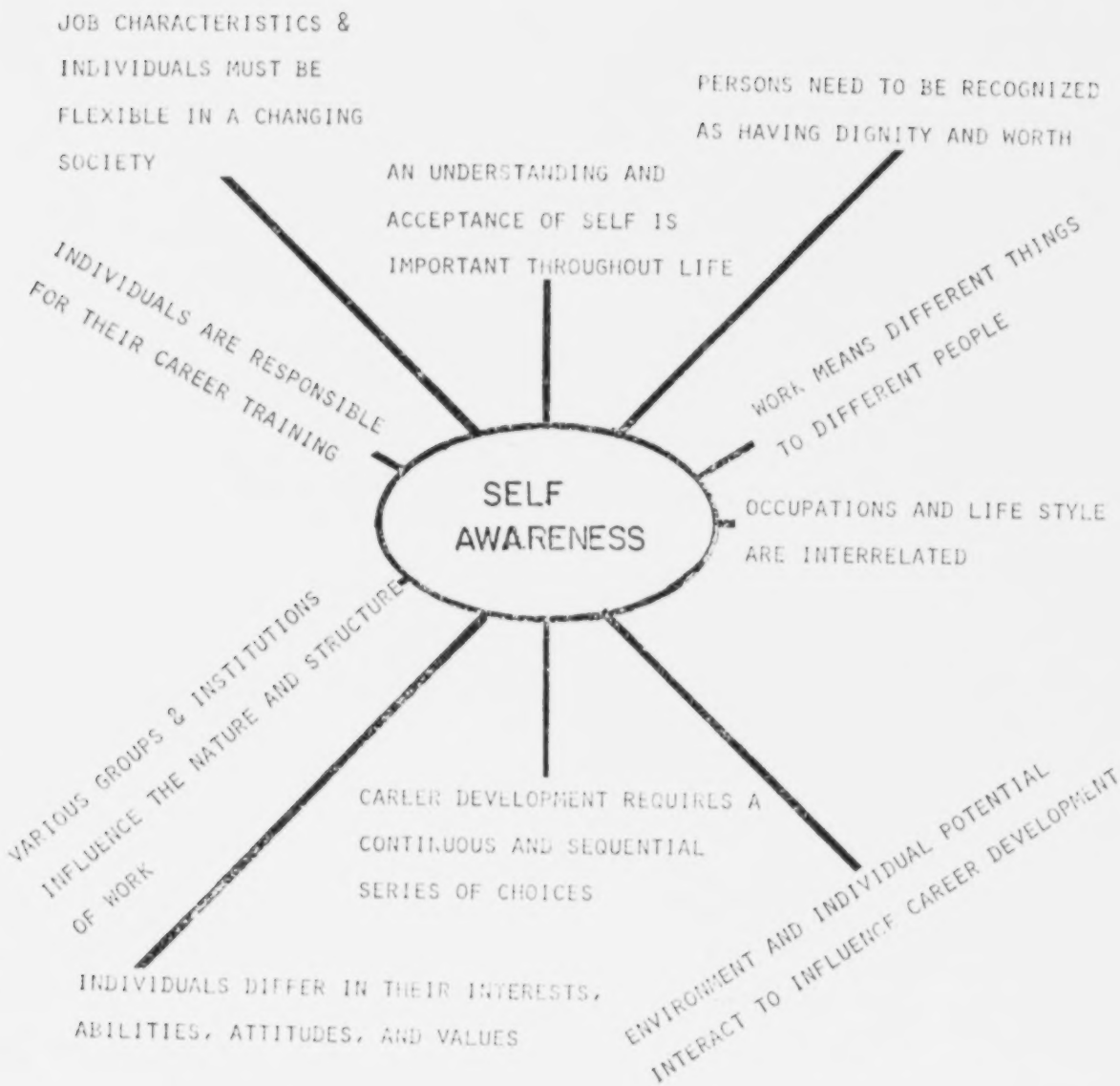
SELF AWARENESS

The entering student also has some knowledge and attitudes toward himself, what kind of a person he is, and what he hopes to become. This can be titled as self-awareness. Through career education and his home and community experiences, the student will become involved in a planned, sequential, process of self-assessment and self-evaluation which results in self-identity. As he realizes who he is and what he is like, he will develop a reasonably consistent internalized value system.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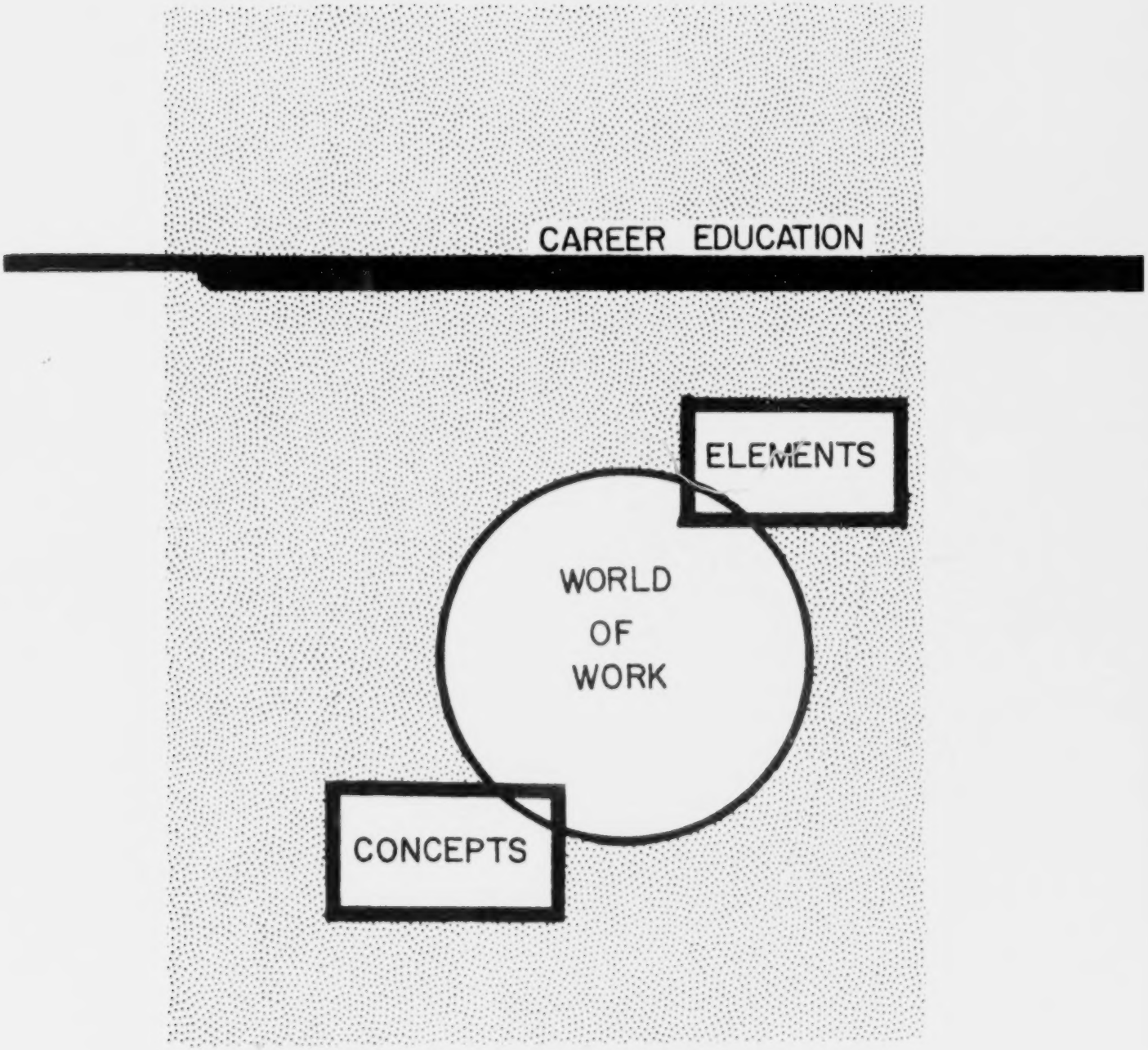
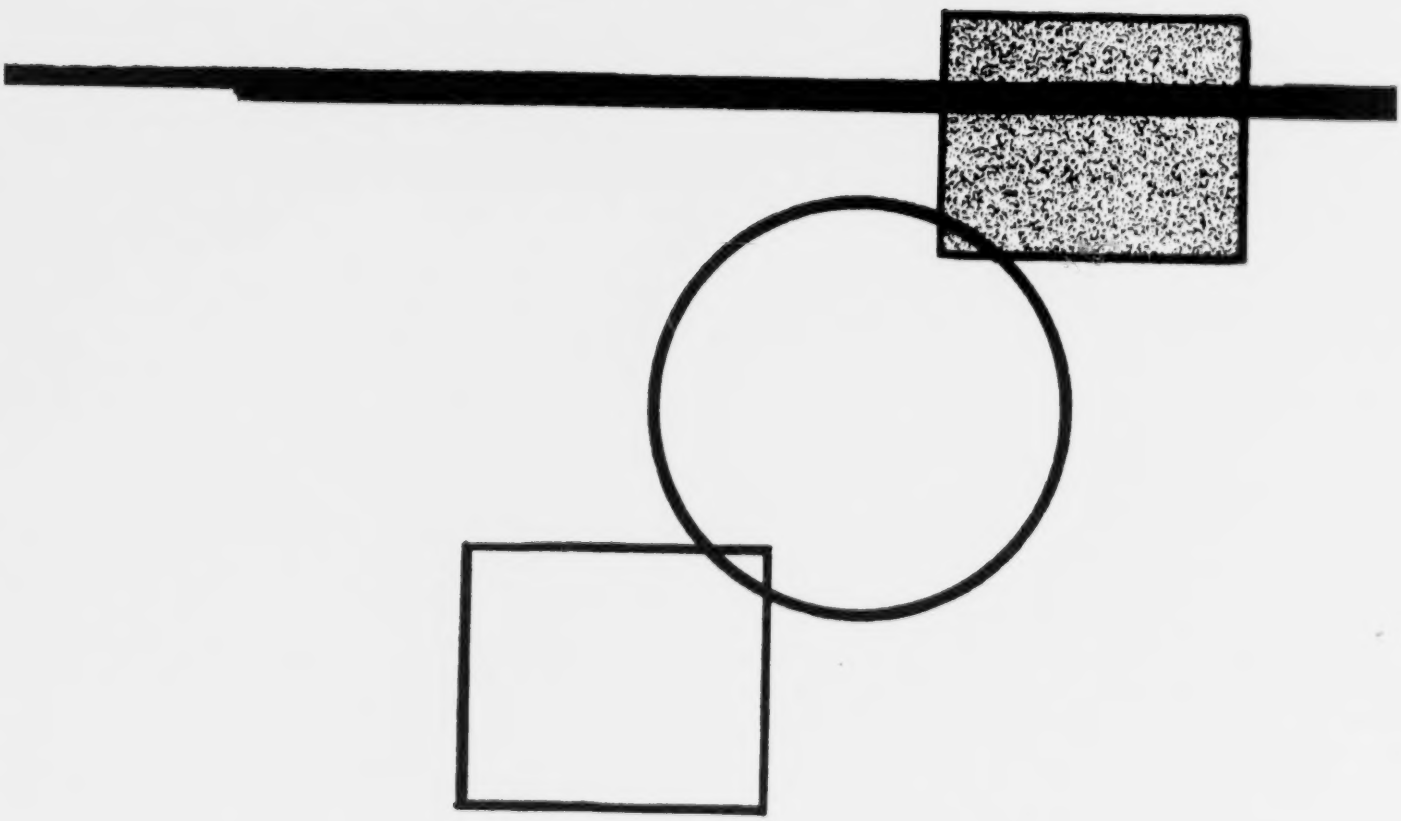


DESCRIPTION OF THE ELEMENTS AND THEIR RELATIONSHIP TO CONCEPTS

ELEMENTS



EMPLOYABILITY

TECHNIQUES AND KNOWLEDGE NECESSARY FOR CAREER PLACEMENT

CAREER ELEMENTS

SELF IS IMPORTANT

CAREER CLASSIFICATION

MEANING OF WORK

EDUCATION AND WORK

INTEREST--ABILITIES--ATTITUDES

SUPPLY AND DEMAND

INTERDEPENDENCY

VARIETY OF OCCUPATIONS

CONTINUOUS CHOICES

INFLUENCING GROUPS

PLANNING RESPONSIBILITY

FLEXIBILITY

SKILLS AND COMPETENCIES

DEVELOP APTITUDES AND ABILITIES FOR PERFORMING JOB RELATED TASKS.

CAREER ELEMENT

MEANING OF WORK

EDUCATION AND WORK

INTEREST--ABILITIES--ATTITUDES

INTERDEPENDENCY

ENVIRONMENT AND POTENTIAL

OCCUPATIONS AND LIFE STYLES

VARIETY OF PERFORMANCE

SERIES OF CHOICES

INFLUENCES ON WORK

RESPONSIBILITY FOR PLAN

FLEXIBILITY

APPRECIATION

ATTITUDES

FEELING TOWARD SELF AND OTHERS IN RESPECT TO SOCIETY AND ECONOMICS.

CAREER ELEMENT

SELF IS IMPORTANT

PERSON'S DIGNITY AND WORTH

MEANING OF WORK

EDUCATION AND WORK

INTEREST--ABILITIES--ATTITUDES

JOB INTERDEPENDENCY

OCCUPATIONS AND LIFE STYLES

VARIETY OF PERFORMANCES

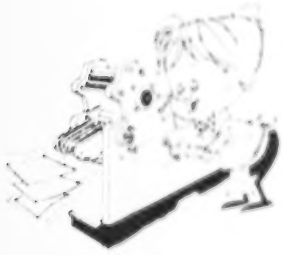
CONTINUOUS AND SEQUENTIAL

RESPONSIBILITY FOR PLANNING

FLEXIBILITY

ECONOMIC AWARENESS

PERCEIVES PROCESSES IN PRODUCTION, MARKETING AND CONSUMPTION.



CAREER ELEMENT

- SELF IS IMPORTANT
- PURPOSE OF OCCUPATIONS
- MEANING OF WORK
- EDUCATION AND WORK
- SUPPLY AND DEMAND
- OCCUPATIONS AND LIFE STYLES
- VARIETY OF PERFORMANCES
- CONTINUOUS AND SEQUENTIAL
- INFLUENCES ON WORK
- FLEXIBILITY

CAREER AWARENESS

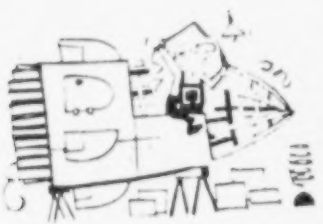
KNOWLEDGE OF THE TOTAL SPECTRUM OF CAREERS WITHIN THE INDIVIDUAL'S CHOSEN FIELD.

CAREER ELEMENT

- PURPOSE OF OCCUPATIONS
- JOB CLASSIFICATIONS
- MEANING OF WORK
- SUPPLY AND DEMAND
- JOB INTERDEPENDENCY
- ENVIRONMENT AND POTENTIAL
- OCCUPATIONS AND LIFE STYLES
- VARIETY OF PERFORMANCES
- CONTINUOUS AND SEQUENTIAL
- INFLUENCES ON WORK
- RESPONSIBILITY FOR PLANNING
- FLEXIBILITY

DECISION-MAKING SKILLS

ABILITY TO ANALYZE SEVERAL ALTERNATIVES IN ORDER TO MAKE A DECISION.



CAREER ELEMENT

SELF IS IMPORTANT

PERSON'S DIGNITY AND WORTH

JOB CLASSIFICATIONS

EDUCATION AND WORK

INTERESTS--ABILITIES--ATTITUDES

SUPPLY AND DEMAND

ENVIRONMENT AND POTENTIAL

OCCUPATIONS AND LIFE STYLE

VARIETY OF PERFORMANCES

CONTINUOUS AND SEQUENTIAL

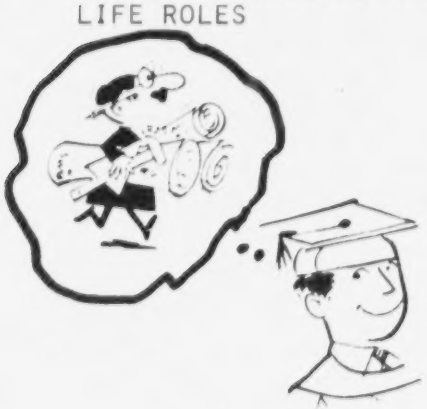
INFLUENCES ON WORK

RESPONSIBILITY FOR PLANNING

FLEXIBILITY

EDUCATION AWARENESS

PERCEIVES RELATIONSHIP BETWEEN KNOWLEDGE AND LIFE ROLES



CAREER ELEMENT

PERSON'S DIGNITY AND WORTH

PURPOSE OF OCCUPATIONS

JOB CLASSIFICATIONS

EDUCATION AND WORK

INTERESTS--ABILITIES--ATTITUDES

SUPPLY AND DEMAND

ENVIRONMENT AND POTENTIAL

VARIETY OF PERFORMANCES

CONTINUOUS AND SEQUENTIAL

INFLUENCES ON WORK

RESPONSIBILITY FOR PLANNING

FLEXIBILITY

SELF AWARENESS...

KNOWING ONE'S POTENTIAL, LIMITATIONS, ABILITIES, AND PERSONALITY THAT MAKES UP SELF.

CAREER ELEMENT

SELF IS IMPORTANT

PERSON'S DIGNITY AND WORTH

MEANING OF WORK

INTERESTS--ABILITIES--ATTITUDES

ENVIRONMENT AND POTENTIAL

OCCUPATIONS AND LIFE STYLES

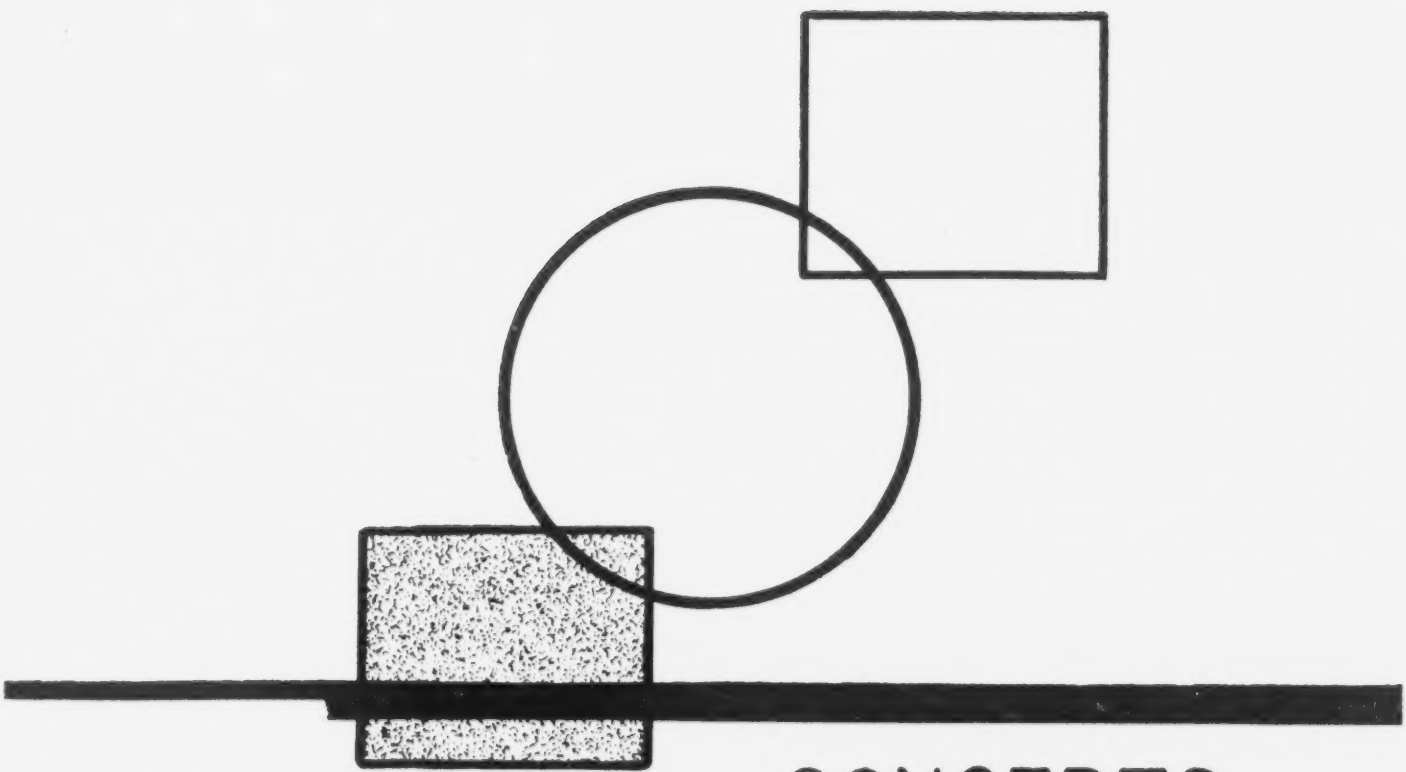
VARIETY OF PERFORMANCES

CONTINUOUS AND SEQUENTIAL

RESPONSIBILITY FOR PLANNING

INFLUENCES ON WORK

FLEXIBILITY



CONCEPTS

SELF IS IMPORTANT

AN UNDERSTANDING AND ACCEPTANCE OF SELF IS IMPORTANT THROUGHOUT LIFE.

CAREER CONCEPT

HOW HE SEES HIMSELF

CONFIDENCE

WHAT HE WANTS OUT OF LIFE

PERSONAL SATISFACTION

WHO AM I?

POSITIVE ATTITUDES

WHERE AM I GOING?

RESPECT FOR OTHERS

PERSONALITY AND THE JOB

WORKING RELATIONSHIP

SELF ANALYSIS

ACCEPTANCE OF AUTHORITY

APTITUDE

PRODUCTIVITY

PERSONAL NEEDS

PROVIDING SERVICES

AMBITION--MOTIVATION

DISCOVERY

CREATIVITY OUTLET

MEANS TO AN END

ROUTINE PRODUCTION

WEALTH

THERAPY

SECURITY

PERSON'S DIGNITY AND WORTH

PERSONS NEED TO BE RECOGNIZED AS HAVING DIGNITY AND WORTH.

CAREER CONCEPT

PERSONAL ACCOMPLISHMENTS

PERSONAL CAPABILITIES

FULL POTENTIAL

SELF CONCEPT

SELF AND SOCIAL FULFILLMENT

PERSONAL DECISION OF IMPORTANCE OF CAREER

JOB STATUS

ALL WORK IS WORTHWHILE

PERSONAL CONTRIBUTION TO SOCIETY

PURPOSE OF OCCUPATIONS

OCCUPATIONS EXIST FOR A PURPOSE.

PRODUCTION OF PRODUCTS
PROVIDING SERVICES
ACHIEVEMENT OF LIFE STYLE
OBTAINMENT OF WEALTH
THERAPY
SECURITY
FRINGE BENEFITS
PERSONAL ACCOMPLISHMENTS
NATIONAL SECURITY
NATIONAL WELFARE
AUTOMATION
CYBERNETICS
ECONOMICS
VOCATION
AVOCATION
LEISURE TIME
CHANGING CAREER
EXTENSION

CAREER CONCEPT

JOB CLASSIFICATION

THERE IS A WIDE VARIETY OF OCCUPATIONS WHICH MAY BE CLASSIFIED IN SEVERAL WAYS.

JOB CLUSTERS

D.O.T. (DICTIONARY OF OCCUPATION TITLES)

OCCUPATIONAL OUTLOOK HANDBOOK

DISTRIBUTIVE EDUCATION CLUB OF AMERICA

COOPERATION--INTERDEPENDENCY

SKILLED--UNSKILLED

PROFESSIONAL--TECHNICAL

SERVICES--PRODUCTS

UNEMPLOYED--UNDEREMPLOYED

CAREER CONCEPT

MEANING OF WORK

WORK MEANS DIFFERENT THINGS TO DIFFERENT PEOPLE.

RECOGNITION OF IMPORTANCE
WORK ETHNIC
NECESSARY PRODUCTS
PRODUCTION OF GOODS
PROVIDING SERVICES
ACHIEVEMENT OF LIFE STYLE
OBTAINMENT OF WEALTH
THERAPY
SECURITY
FRINGE BENEFITS
PERSONAL SATISFACTION
ECOLOGY
TAXES
WELFARE
INTERPRETATION OF LEISURE
UNEMPLOYMENT
POPULATION EXPLOSION
SURVIVAL
GROWTH
PEACE--WAR
INFLATION
VALUE SYSTEM
MATERIAL GOALS
PHYSICAL OR MENTAL EXERTION

CAREER CONCEPT

EDUCATION AND WORK

EDUCATION AND WORK ARE INTERRELATED

CAREER CONCEPT

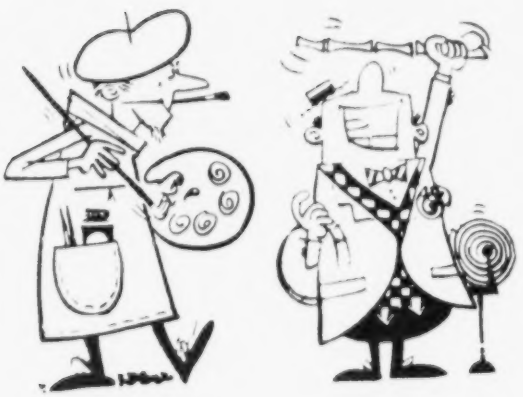
- TECHNOLOGY
- PRODUCTIVITY
- JOB ENTRY LEVEL
- STANDARD OF LIVING (OR LIFESTYLE)
- ADVANCEMENT
- RETAINMENT OF JOB
- RETRAINING
- LEISURE TIME
- GOALS
- AWARENESS OF SELF AND OTHERS
- SKILL DEVELOPMENT IS LIFE-LONG
- EXPLORATORY WORK EXPERIENCE
- JOB POSSIBILITIES
- JOB SKILLS AND KNOWLEDGE
- JOB SEEKING
- JOB APPLYING
- JOB INTERVIEWING
- CHOICES--WORK NOW, SCHOOL NOW
- ON JOB TRAINING
- ADULT EDUCATION

INTERESTS

ABILITIES

ATTITUDES

INDIVIDUALS DIFFER IN THEIR INTERESTS, ABILITIES, ATTITUDES, AND VALUES.



HOBBIES

DRESS

RECREATION

ENVIRONMENT

PERSONAL ECONOMICS

AVAILABILITY

AWARENESS OF OPPORTUNITIES

PHYSICAL ABILITIES/LIMITATIONS

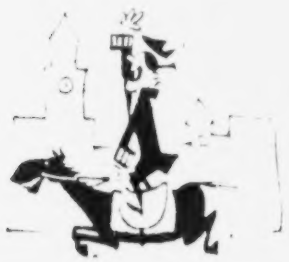
EMOTIONAL CAPABILITIES

VALUES

CAREER CONCEPT

SUPPLY AND DEMAND

OCCUPATIONAL SUPPLY AND DEMAND HAS AN IMPACT ON CAREER PLANNING.



CAREER CONCEPT

WISCONSIN STATE EMPLOYMENT SERVICE

ADVISORY COMMITTEES

BUREAU OF LABOR STATISTICS

PUBLIC--PRIVATE PLACEMENT AGENCIES

SCHOOL PLACEMENT FIGURES

OVER SUPPLY--UNDER DEMAND

JOB AVAILABILITY

ECONOMIC CONDITIONS

PROJECTED JOB MARKET

NEW TECHNOLOGIES

ENVIRONMENTAL CONCERNS

JOB INTERDEPENDENCY

JOB SPECIALIZATION CREATES INTERDEPENDENCY.

ONE SKILL DEPENDENT UPON ANOTHER

COOPERATION

COMPLEX SOCIETY

MASS PRODUCTION

URBANIZATION

FRUSTRATION

ACCEPTANCE OF THIS FACT

RELATED RESPONSIBILITIES

ECONOMICS

SELF-ANALYSIS

AMBITION--MOTIVATION

CAREER CONCEPT

ENVIRONMENT AND POTENTIAL

ENVIRONMENT AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT.

SMALL SCHOOL VS. LARGE SCHOOL

URBANIZATION

ECOLOGY CREATES JOBS

SPECIALISTS WITHIN CAREERS

INDIVIDUAL CAPABILITIES

ECONOMIC CONDITION

NATIONAL RESOURCES

EDUCATIONAL OPPORTUNITIES

EDUCATIONAL BACKGROUND

INDIVIDUAL LIMITATIONS

CAREER CONCEPT

OCCUPATIONS AND LIFE STYLES

OCCUPATIONS AND LIFE STYLES ARE INTERRELATED.

CAREER CONCEPT

- MOBILITY
- JOB PRESSURES
- SOCIAL VALUES
- JOB STATUS
- STANDARD OF LIVING
- VEHICLE FOR ACHIEVING LIFE STYLE
- LEISURE TIME ACTIVITIES
- FRINGE BENEFITS
- GEOGRAPHIC LOCATION
- ETHNIC ORIGIN
- WOMEN'S LIB
- ENVIRONMENT < PERSONAL / NATURAL
- ABILITY--APTITUDE
- AVAILABILITY OF CAREERS

VARIETY OF OCCUPATIONS

INDIVIDUALS CAN LEARN TO PERFORM ADEQUATELY IN A VARIETY OF OCCUPATIONS.

CAREER CONCEPT

JOB CLUSTERS

CONTINUOUS TRAINING

INDIVIDUAL SKILLS

INDIVIDUAL INTERESTS AND HOBBIES

CARRYOVER

WORK HABITS

EXTENSION TRAINING

MASS MEDIA INFLUENCE

RETRAINING

VOCATIONAL TRAINING

ONE'S POTENTIAL

OPPORTUNITIES AVAILABLE

RECEPTIVE ATTITUDE

RESPECT FOR OTHERS

WILLINGNESS TO ACCEPT RESPONSIBILITY

WIDE APPLICATION OF SKILLS

ECONOMIC ENVIRONMENT

ABILITY TO CHANGE

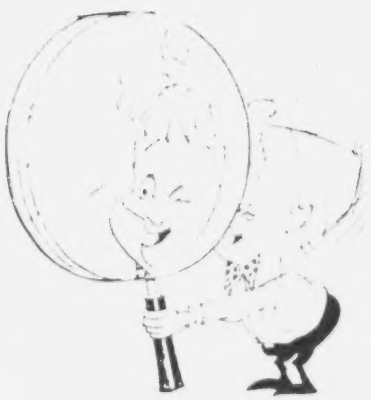
ABILITY TO SEE NEED FOR CHANGE

APPLICABILITY OF SKILLS

ADAPTABILITY

CONTINUOUS AND SEQUENTIAL

CAREER DEVELOPMENT REQUIRES A CONTINUOUS AND SEQUENTIAL SERIES OF CHOICES.



OBSOLESCENCE

VERTICAL MOBILITY

HORIZONTAL MOBILITY

CHANGING TECHNOLOGY

ECOLOGY FACTORS

JOB OPPORTUNITY

INCREASED PERSONAL RESPONSIBILITY

DESIRED LIFE STYLE

ECONOMICS

REDEVELOPMENT OF ATTITUDES

EDUCATIONAL CHOICE

CAREER CONCEPT

INFLUENCES ON WORK

VARIOUS GROUPS AND INSTITUTIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK.

- GOVERNMENT
- UNIONS
- CHANGING TECHNOLOGY
- ECOLOGY
- SOCIAL
- FAMILY INFLUENCE
- EDUCATION
- REGULATIONS
- ENVIRONMENT
- NATIONAL DEFENSE
- NATIONAL WELFARE

CAREER CONCEPT

RESPONSIBILITY FOR PLANNING

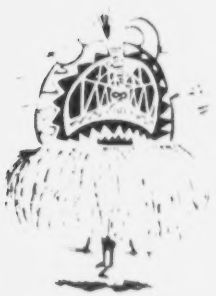
INDIVIDUALS ARE RESPONSIBLE FOR THEIR CAREER PLANNING.

CAREER CONCEPT

APTITUDE
FREEDOM OF CHOICE
CHOOSE OPPORTUNITIES
PREPARE FOR SELECTED CAREER
CHOOSE MODE OF LIVING
MOTIVATION
PERSONAL LIMITATIONS
PERSONAL GOALS
FAMILY INFLUENCE
INDUSTRY'S INFLUENCE
JOB AVAILABLILITY
ECONOMIC INFLUENCE
UNIONS
SCHOLARSHIPS AND FUNDING
REGULATORY FACTORS
SOCIETY
ADVANCEMENT
DEVOTION TO DUTY
INNATE CHARACTERISTICS
JOB PREFERENCE
KNOWLEDGE OF MATERIALS
AVAILABLE GUIDANCE
SKILL AND PROCESS EXPLORATION
ABILITY TO CHANGE ATTITUDES
PERSONAL AMBITION

FLEXIBILITY

JOB CHARACTERISTICS AND INDIVIDUALS MUST BE FLEXIBLE IN A CHANGING SOCIETY



CAREER CONCEPT

TECHNOLOGY

MOBILITY

WAGE VS. PRODUCTIVITY

ECONOMICS

EMPLOYMENT SATURATION

INDIVIDUAL'S CHANGE

LEISURE TIME ACTIVITIES

INTERNATIONAL COMPETITION

POLITICS (LOCAL, NATIONAL, INTERNATIONAL)

RETRAINING

JOB OBSOLESCENCE

JOB OPPORTUNITIES

PRODUCT MARKET

RECEPTIVE ATTITUDE

ADAPTABILITY

NEW PROCESS/NEW JOBS

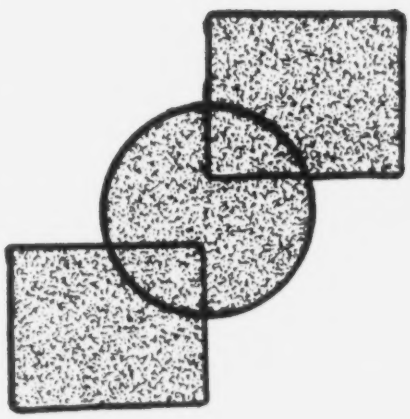
DEVELOP BROAD SKILLS

INNOVATE

VOCATION/AVOCATION

SALEABLE SKILLS

ACTIVITIES



SELF IS IMPORTANT

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
	The Student Will....		The Student Should..
Self is Important	Take five minutes of class time to "brag."	Ten minute preparation. Two minute presentation.	Feel pride in past accomplishments and in his ability to share them with others.
Personal Satisfaction	Write a paper entitled "What Has Been My Greatest Contribution to Society."	Suggest possible ways in which the student can develop his theme.	Realize that there is dignity in all efforts.
Respect for Others	The student will discuss telephone and on-the-job etiquette.	Use telephone equipment and related materials.	Learn ten rules of telephone and office etiquette.
Personality on the Job	Record his/her voice.	Prepared five minute speech. Tape recorder.	Become aware of distracting habits of speech.
	Participate in a videotape of a mock job interview.	Videotape machine Interviewer and Interviewee	Become aware of negative and positive personal attributes after he sees himself.

SELF IS IMPORTANT

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
	The Student Will....		The Student Should..
Working Relationship	Act out aggravations on the job.	Class Time	Become aware of the possible way in which he can avoid or handle aggravating situations; how to use tact and diplomacy on the job.
Means to an End	Write a futuristic portrait "What's My Line" - Imagine themselves in the position of their dreams.	Encourage students to use their imaginations.	Become aware of his goals and his dreams; he should crystallize his ideas.

PERSON'S DIGNITY AND WORTH

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
	The Student Will....		The Student Should..
Personal Accomplishments	Be able to perform the task in the time alloted.	Teacher demonstration of the task.	Show success at the task. Succeed at the task.
Personal capabilities	Practice and drill	Time tests	Achieve at the task.
Full Potential	Take a dexterity test and an attitude test. Discuss the meaning of potential, "work ethic" as a part of dignity and worth and the need for dignity and worth.	Necessary specified tests.	Determine his latitude and dexterity level by testing. Write a paragraph on his understanding of full potential and "work ethic."
Job Status	Learn a particular skill by the enthusiastic talk of the instructor on future job availability.	Salary statistics Film on a particular field and related fields.	Engender enthusiasm for learning a skill. Name five related fields.

PURPOSE OF OCCUPATIONS

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
	The Student Will....		The Student Should..
Production of the Product	List the number of industries in the city of Eau Claire, type of products, geographic environment, natural resources used	Map of the city of Eau Claire Speaker from the Chamber of Commerce Industrial file from one of the industries Field trips to several of the industries	Become aware of the products available in the city of Eau Claire. The student will see, feel and smell the natural environment to be met on the job.
Providing Services	Define services List occupations in the service industries List types of service businesses Filmstrip on Service Job Opportunities	Dictionary of Occupational Titles Textbook on Service Industries Speaker from the local Chamber of Commerce	Be aware of fifteen service industries. Be aware of ten jobs available in the service industries.

JOB CLASSIFICATIONS

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
	The Student Will....		The Student Should ..
Services-Products	Discuss divisions of labor; Consumers-Producers, Goods-Services Labor-Management	Field trips to local industries and speakers	Give examples in one's own life experience of how he functioned in each of these divisions, or how he might possibly function.
Job Clusters	Have a brainstorming session to list specific job titles in each cluster	United States Office of Education Dictionary of Occupational Titles	List ten job titles for the fifteen clusters which interest you the most.

MEANING OF WORK

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
	The Student Will....		The Student Should..
Work Ethic	Finish the sentence: "Work is....."	Blackboard, Texts, Magazines and selected references.	Become aware of diversity of attitudes about work.
Welfare	Form a panel to discuss Welfare.	Resources: Social Worker Aid to Dependent Children Mother Unemployed person Various publications and references	Recognize the complexity of the welfare system.
Taxes	Discuss work created by the tax dollar.	Civil Service job listing.	Recognize that money earned is not all take-home pay.

EDUCATION AND WORK

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
	The Student Will....		The Student Should..
Advancement	Listen to an explanation of advancement possibilities.	Speakers from Field	Better understand the career ladder concept.
Leisure Time	Discuss possible uses of leisure time.	Brochures: Young Men's Christian Association, Chamber of Commerce, Indianhead Country.	Describe how he can utilize leisure time productively.
	Discuss "Leisure Time."	Periodical literature.	Use of leisure time depending on resources and attitudes.
Goals	Pick a specific job; where he would like to go in that job; require interviews of people in that job.	Persons in the Field.	Learn to set objectives and think about his future and tentative goals.
Skill development is life long	Listen to an explanation of training programs in his business, types of courses that must be taken.	Selected Personnel Managers from local and area businesses.	Sees the need for life-long learning.
Job skills and knowledge	Participate in a "Hands-On" Laboratory.	Tools and Equipment Machines	Demonstrate skills learned.

EDUCATION AND WORK

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
	The Student Will....		The Student Should..
Job Interviewing	Listen to taped interviews.	Filmstrips, Tapes	Identify the right and wrong interview procedures.
	Examine case studies	Handbook and Text	
	Participate in role playing.		

INTERESTS - ABILITIES - ATTITUDES

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
	The Student Will....		The Student Should..
Hobbies	Discuss hobbies and their relationship to job and leisure time.	Job application forms Research predictions of future work/leisure time.	Cite ten advantageous outcomes of hobbies.
Dress	Write own dress code for specific job requirements.	Personnel speaker, government regulations.	Recognize reasons for specific job requirements.
Environment	Discuss relationship between job and environment.	Textbook -Filmstrips	Realize that the environment has a great influence on the world of work, including interests, abilities and values.
Personal Economics	Distinguish between needs, wants and desires and their influence in preparing one's own budget; a writing activity.	Ruled paper - Student's background and imagination.	Recognize five individual differences in identifying needs, wants and desires.

INTERESTS - ABILITIES - ATTITUDES

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
	The Student Will		The Student Should ..
Emotional Capabilities	Analyze the job description and relate his capabilities to those needed for the particular job.	Resource speakers films.	Realize that not all individuals are capable of all work. Example: Physical requirements, health, etc. List five personal capabilities for your career choice.
Values	Play and score the "Values" game.	"Values" game or simulation.	identify his own value priorities.

SUPPLY AND DEMAND

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
	The Student Will....		The Student Should..
School Placement Figures	Study and analyze Statistics, graphs, and charts.	School Placement Records Wisconsin State Employment Services Career Training Opportunities Handbook	Be able to project job outlook in his field for the next 3-5 years.
Projected Job Market	Listen to speakers on "Present and Future Job Trends"	Wisconsin State Employment Service	Better understand the present and future job situations.
New Technologies	Research new jobs created by new technologies.	Career Publications Trade Journals	Be able to list five new technologies and five new jobs within a technology.

JOB INTERDEPENDENCY

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
	The Student Will....		The Student Should
One Skill Depends upon another	Observe a facility	Field study	Recognize the interdependency of jobs.
Cooperation	Prepare a laboratory experience	Laboratory	Appreciate how the component parts can become a functioning whole.
Mass Production	Visit several modern industries	Field trips	Discuss advantages and disadvantages of the mass production system; compare selected industries in their production phases.

ENVIRONMENT AND POTENTIAL

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
	The Student Will....		The Student Should..
Small High School versus Large High School	Describe curriculum Describe extra-curricular activities.	Student experiences.	Recognize the distinct advantages or disadvantages of small schools versus the large high schools.
Urbanization	Visit heavily populated urban area.	Field trip	Be aware of the disadvantages of living in heavily populated urban conditions and be aware of the ways to overcome disadvantages of urban living.
Ecology Creates Jobs	Study new jobs created by ecology	Speakers Community Resources	Identify ten potential jobs in ecology.
Specialists within Careers	Observe branching effect of careers in specific areas. Draw a career chart showing ten career branches.	Wall Charts Dictionary of Occupational Titles Industrial Listings	Discover his major field of interest.
National Resources	Study supply Study new materials Study Ecology	Recent reports Engineering materials Speaker Publications	List five materials used in your career and cite the supply potential. List five materials newly developed over the past ten years. Cite ten ways that ecology will effect your career over the next ten years.

OCCUPATIONS AND LIFE STYLES

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
Mobility	The Student Will.....		The Student Should...
	Check newspapers for job opportunities in large urban areas.	Large city papers and Trade Journals	List jobs available in his/her chosen career in two large urban areas.
Standard of Living	Take a trip around town and compare standards of living.	Community Films Magazines	State in 25 words or less how he would like to live.
Women's Liberation	Discuss the following topic: Are jobs sex-related or ability-related?	Dictionary of Occupational Titles Newspaper want ads Civil Service job descriptions	Aware of the role sex plays in occupations.

VARIETY OF OCCUPATIONS

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
	The Student Will....		The Student Should..
Willingness to Accept Responsibility	Demonstrate a procedure.	Laboratory equipment	Develop accurate results.
	Participate in a laboratory situation in duplicating procedures.	Procedure Sheet	Responsibilities of result.
		Film or filmstrip to enchance demonstration	Write a report of the results on appropriate forms.
Wide Application of skills	Simulate a laboratory, utilizing procedures from several different areas of your field.	Demonstration of: Procedure skill Film Resource speaker Field trips	Compare the manual dexterity needed in each area -- similar techniques and specific innovative techniques
	Employ other instructor's disciplines	Instructors in related fields	State five reasons why the area appeals to them, i.e., their specific skill.
Ability to Change	Demonstrate several methods of performing a procedure	Students perform these methods in a laboratory setting	Identify the most workable method to them and tell why.
	Discuss the importance of adapting to the method of choice of employer	Students see various methods employed on field trips.	

CONTINUOUS AND SEQUENTIAL

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
	The Student Will....		The Student Should..
Obsolescence	Compare jobs of 25 years ago with today.	Dictionary of Occupational Titles Filmstrip Periodicals	Be aware that careers depend on a variety of ever-changing factors; list some of these major factors.
Changing Technology	Speaker: Engineer from industry - UniRoyal, Presto and other local industries.	Library assignment	Be able to construct an outline showing how changing technologies have influenced his series of choices regarding his career plan.
	Read and report on two articles dealing with changing technology.	Library assignment	
Job Opportunity	Listen to a speaker on "displaced" workers.	Library assignment	Job opportunities may necessitate retraining.

INFLUENCES ON WORK

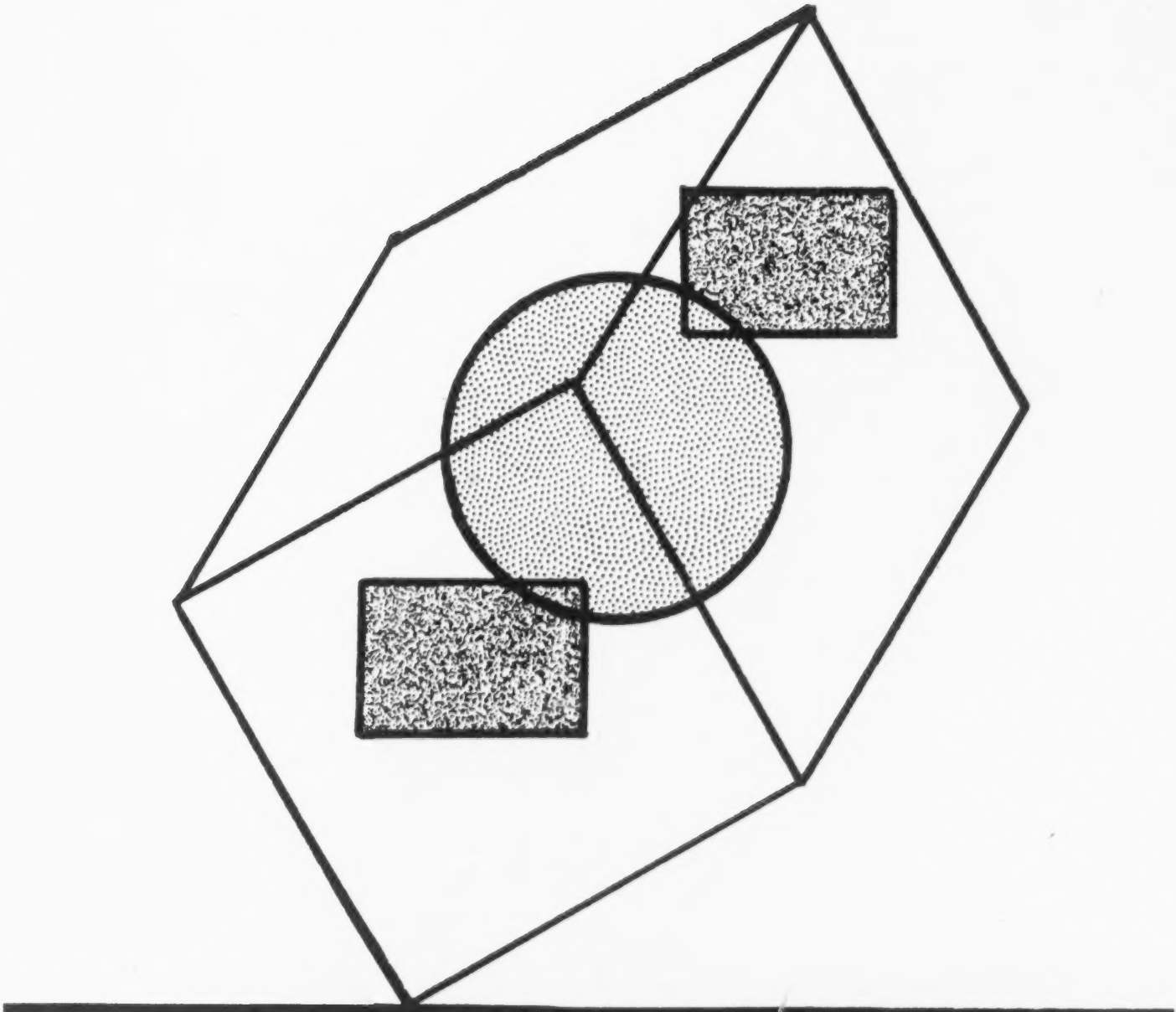
LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
	The Student Will....		The Student Should..
Government	Discuss how governmental needs influence industry.	Newspaper, radio, television and other mass media.	Understand the type of industry that has been awarded a contract in the last year.
Unions	Research the pro's and con's of Unions.	Newspapers, Union Publications, magazines and general publications.	Understand five different things that show the union's influences on work.
Changing Technologies	Visit selected industries.	Trade and Technology shows. Field trips.	Be able to discuss how changing technologies affect us and list five for your field.
Social	Discuss different social positions and their references to work.	Films, publications	Understand three different social positions and an example of each.
Regulations	Discuss rules and regulations, laws, licensing that apply.	Government publications Government rules and regulations; various industrial firms' rules and regulations.	Be able to list five rules, laws or regulations that apply to his work.

RESPONSIBILITY FOR PLANNING

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
	The Student Will....		The Student Should..
Prepare for Selected Career	Be involved in a simulated laboratory situation involving more than one procedure in several areas.	Laboratory equipment Procedure sheets Work record forms	"Dove-tail" laboratory procedures utilizing ingenuity and skill. Recognize the importance of time factor. Realize the importance of following directions.
Motivation	Write several paragraphs and discuss why you chose to attend this school.	School catalogs School counselors Friends, family Alumni acquaintances	Recognize the varied educational objectives of fellow students.
Family Infuence	Make a personal family tree of occupations	Family history Interviews with relatives	Be aware of family influence on their career choice.

FLEXIBILITY

LEARNING TOPIC	ACTIVITIES AND RESOURCES		LEARNING OUTCOME
	The Student Will....		The Student Should..
Job Opportunities	Explore jobs within fifteen job clusters designated by the United States Office of Education.	Films - Charts	Be able to list ten related job/ clusters.
Employment Saturation	Study want ads, etc., to see where jobs exist, discuss.	Newspapers and other various media.	Know where the greatest number of job areas exist.
Product Market	Discuss location demand for service or product - read articles, interview businessmen.	Employment articles, interview businessmen.	Be able to show flexibility of introducing a product or service.



RESOURCES

THE PURPOSE OF THIS BIBLIOGRAPHY IS TO AID "MATERIAL SEEKERS" INVOLVED IN THE CAREER EDUCATION PROGRAM. THIS WAS COMPILED BY THE LIBRARY STAFF UNDER THE DIRECTION OF MRS. LORRAINE KEARNEY.

VOCATIONAL GUIDANCE AND OCCUPATIONS

LC
1041 CAREER COUNSELING.
A665 American Vocational Association. Trade and Industrial Division.
Yearbook.
Chicago, American Technical Society.

HF
5382.5 VOCATIONAL GUIDANCE
U5A717 Amos, William E.
Counseling the Disadvantaged Youth.
Edited by William E. Amos and Jean Dresden Grambs. Englewood Cliffs, New Jersey, Prentice-Hall, 1968

438 p.

HF
5381 VOCATIONAL GUIDANCE
A78419 Andrews, Margaret E.
The Job You Want. New York, Gregg Division, McGraw-Hill 1968

v. 154 p. illus. 19cm (An opportunity knocks book)

HF
5382.5 OCCUPATIONS
U5A83 Aulick, June L.
Careers in the Age of Automation, by June L. Aulick and Wilbur Cross. With an introd. by John Diebold, 1st ed., New York, Hawthorn Books, 1969, 1968.

223 p. illus. 22cm 4.95

HF
5381 VOCATIONAL GUIDANCE
B185 Baer, Max Frank, 1912
Occupational Information, its nature and use by Max F. Baer and Edward C. Roeber. Chicago Science Research Associates, 1951

xi 603 p. illus 22cm (Professional guidance series)

VOCATIONAL GUIDANCE AND OCCUPATIONS

HF
5381 VOCATIONAL GUIDANCE - ADDRESSES, ESSAYS, LECTURES
B63557 Borow, Henry, 1917 - ed.
Man in a world at work, Contributors:
Carroll H. Miller and others. Boston, Houghton Mifflin, 1964.

606 p. illus., forms.

HF
5381 VOCATIONAL GUIDANCE
B6356 Borow, Henry, 1917 -
Vocational planning for college students;
a sequential project method by Henry Borow and
Robert A. Lindsey. Englewood Cliffs, N. J.,
Prentice-Hall, 1959.

186 p. 28cm. (Prentice-Hall Psychology Series)

OCCUPATIONS

HM Caplow, Theodore.
211 The sociology of work. New York,
C3 McGraw-Hill, 1964, c1954
1964

330 p. 21 cm. (McGraw-Hill paperbacks)

HF
5382 OCCUPATIONS - DIRECTORIES
C697 The College Placement Council, Inc.
College placement annual. Bethlehem, Pa.,
1970

V.F. COOPERATIVE AREA MANPOWER PLANNING SYSTEM.
Wisconsin's manpower problems, needs, priorities.

See V.F. - Manpower - Wisconsin

HF
5381 VOCATIONAL GUIDANCE
.C79 Crites, John Orr.
Vocational psychology; the study of vocational behavior
and development, by John O. Crites. New York, McGraw-Hill
1969.

xv 704 p. illus. 24cm. (McGraw-Hill series in psychology)

VOCATIONAL GUIDANCE AND OCCUPATIONS

JK
716
D8 — CIVIL SERVICE - U.S.
DuPre, Flint O.
Your career in Federal Civil Service, by Flint O. DuPre. 1st ed., New York, Harper & Row, 1967.

xi, 243 p. 22cm.

HF
5381
E56H — OCCUPATIONS,
Endicott, Frank S.
How to get the right job and keep it; a guide to jobs for high school students. Miami, Florida, Management Information Center, Inc., 1970.

Z
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C81F — OCCUPATIONS - BIBLIOGRAPHY
Forrester, Gertrude
Occupational literature; 1964 ed and 1971. An bibliography. Wilson, H.W. 1964

675p.
First published with this title in 1954 as an expansion of the author's occupations; a selected list of pamphlets. The 1964 edition includes approximately 4,500 pamphlets and about 1,500 references to books. One section includes school and college information. Other sections annotate books, pamphlets, textbooks, posters, charts and graphic aids.

HF
5381
G864 — VOCATIONAL GUIDANCE
Greenleaf, Walter James, 1889
Occupations and careers. New York, McGraw-Hill, 1955

605 p. illus. 24cm.

LB
1027.5
IB — VOCATIONAL GUIDANCE - STUDY AND TEACHING
Isaacson, Lee E.
Career information in counseling and teaching by Lee E. Isaacson. Boston, Allyn and Bacon, 1966.

HF
5381
L479J — JOB DESCRIPTIONS
Lee, Miriam
Jobs in your future. Illustrated by Dorothy D'Anna. New York, Scholastic Book Services, 1969.

VOCATIONAL GUIDANCE AND OCCUPATIONS

BF
637
C6M25 COUNSELING
McGowan, John F. 1923 ed.
Counseling; readings in theory and practice by John F. McGowan and Lyle D. Schmidt. New York, Holt, Rinehart and Winston, 1962.

623 p. 25 cm.

HF
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N4 OCCUPATIONS
New York Life Insurance Company
Career Opportunities; a series of articles designed to help guide young people to a better future, published by Career Information Service, New York, New York Life Insurance Company, 1958

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N59 VOCATIONAL GUIDANCE
Norris, Willa
The information service in guidance; occupational, educational, social, by Willa Norris, Franklin R. Zeran and Raymond N. Hatch. Chicago, Rand McNally, 1960.

508 p. illus. 24 cm. (Rand McNally education series)
Includes bibliography

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038 OCCUPATIONS
Occupational counseling techniques, their development and application by William H. Stead, Carroll L. Shartle, Jay L. Otis and others, published for the Technical Board of the Occupation Research program. New York, Cincinnati, etc., American Book Company, 1940.

ix 273 p. incl (map) tables, forms, plates, diagrs. (1 fold) 23 cm.

HF
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038 OCCUPATIONS
Occupational counseling techniques .. 1940 (Card 2)

Descriptions and an occupational dictionary. This volume presents the results of the studies of workers .. The authors have carried major responsibility for the worker-analysis studies, but they have been guided by the general counsel of the Technical Board of the Occupational Research program" -- Pref.

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V.F. JOB DESCRIPTIONS
Occupational titles
U.S. Office of Education, Codes for instructional programs with parallel codes for Dictionary of Occupational Titles.

Library has:
Agriculture
Distributive Education
Health Occupations Education
Office Occupations Education
Technical Education
Homemaking
Air Conditioning
Automotive Industries

V.F. Library has:
Aviation Occupations
Blueprint Reading
Business Machine Maintenance
Commercial Art Occupations
Product Design Occupations
Commercial Fishery Occupations
Electricity
Construction & Maintenance Trades
Industrial Atomic Energy Occupations
Instruments Maintenance and Repair Occupations
Maritime Occupations
Metalworking Occupations
Metallurgy Occupations
Nucleonic Occupations

V.F. Library has:

Personal Services
Plastics Occupations
Public Service Occupations
Quantity Food Occupations
Refrigeration
Small Engine Repair
Stationary Energy Sources Occupations
Textile Production & Fabrication
Leather Working Occupations
Woodworking Occupations
Other Trades and Industrial Occupations

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LB
1620.5 VOCATIONAL GUIDANCE
R47 Resnick, William C.
Your future with or without college by William C. Resnick and Philip B. Lottich. Cambridge, Mass., Bellman Pub. Co. 1971

28 p. 29cm.

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S27 Sanderson, Herbert
Basic concepts in vocational guidance. New York, McGraw-Hill, 1954

338 p. 24 cm.

HD
8001 CIVIL SERVICE POSITIONS
U58F United States Civil Service Commission
R Federal Career Directory; a guide for college students. Washington, D.C., 1969.

80 p.

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8001 CIVIL SERVICE POSITIONS
U58G United States Civil Service Commission
Guide to Federal career literature. Washington, D.C., 1969

32 p.

V.F. MANPOWER
U.S. Department of Labor
Manpower and training; trends; outlook; programs. U. S. Department of Labor. Bulletin No. 2, July 1963

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U.S. Department of Labor
Dictionary of Occupational Titles; 1965
3rd ed. Washington, U. S. Department of Labor,
1965. 2 Vol.

HD
5723
U58

U. S. Department of Labor
Manpower report of the President, including a
report on manpower requirements, resources, utilization,
and training. Washington, D.C.,
U. S. Gov't Printing Office, 1966 --

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5381
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OCCUPATIONS
U. S. Department of Labor
Occupational outlook for college graduates; excerpts from
the 1970-71 occupational outlook handbook. Bulletin 1681.
Washington, D. C., Supt. of Documents, U.S. Government
Printing Office, 1971.

V.F.

MANPOWER
U.S. Department of Labor
Young workers: Their special training needs.
U.S. Department of Labor, Manpower Research Bulletin No. 3, 1963

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LABOR AND LABORING CLASSES -- STATISTICS
U.S. Department of Labor
U.S. manpower in the 1970's opportunity and challenge.
Washington, D. C., 1970

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OCCUPATIONS
United States Department of Labor (Bureau of Occupational
outlook handbook; (Statistics)
Career information for use in guidance. 1966
Washington, U. S. Dept. of Labor, Bureau of Statistics.
Bulletin No. 1450, 1966

HD
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U58b

U.S. Dept. of Labor. Manpower Administration.
Breakthrough for disadvantaged youth.
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250 p.

VOCATIONAL GUIDANCE AND OCCUPATIONS

VF
Career Opportunities in the United States
United States Information Agency
Career Opportunities in the United States.
Information Agency nd.

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U. S. -- OCCUPATIONS
Whitfield, Edwin A.
Guide to careers through vocational training by Edwin A. Whitfield and Richard Hoover. 1st ed. San Diego, Calif., R. R. Knapp, 1968.

vii, 312 p. 24 cm.

V. F.
MANPOWER
Wisconsin State Employment Service
Wisconsin manpower Outlook 1962-1967.
Madison, 1962.

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92
&
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OCCUPATIONS FILMSTRIPS
Audio Visual Associates; Bear Films
Careers in the world of tomorrow. New York,
Audio Visual Associates, 1970

Teaching guide
2 filmstrips 51 fr. 35mm

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OCCUPATIONS TEACHING AID
Changing Times Education Service
Jobs: an updated look into the future.
Washington, D.C., 1971

Inquiry-Oriented Mini Unit - 40 handouts, teaching guide, transparency and master

HF
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JOB SATISFACTION FILMSTRIP RECORD SET
Guidance Associates of Pleasantville, N.Y.
Preparing for the jobs of the '70's.
Pleasantville, N.Y., Guidance Associates, Harcourt Bruce & World

2 filmstrips
2 records
Discussion guide

VOCATIONAL GUIDANCE AND OCCUPATIONS

HF

OCCUPATIONS
National Center for Audio Tapes
8 It's a changing world. 0291-06 Educational tapes for audio tape libraries. 15 min.

ED 937 543 Microfiche
VOCATIONAL EDUCATION -- RESEARCH
Little, J. Kenneth
Review and synthesis of research on the placement and follow-up of vocational education students. Columbus, Ohio, Ohio State Univ. Ctr. for Voc. and Tech. Ed. Feb. '70.

54 p.

JOB SATISFACTION FILMSTRIP RECORD SET
HF Guidance Associates of Pleasantville, N.Y.
Preparing for the world of work. 1. How do you
51 figure it? 2. Your future through vocational education. Pleasantville, N.Y., Guidance Associates, Harcourt, Bruce & World

2 filmstrips
2 records
Counselor's guide

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ED 031 587 OCCUPATIONS
Seven basic areas of the world of work; prepared from the Fond due Lac county 1966 occupational needs census. Madison, Wisconsin State Employment Service, Research and Statistics Div., 1966.

19 p. (Microfiche collection of Cleringhouse documents)

SPECIFIC OCCUPATIONS

Agriculture

S
494.5
A4A34 AGRICULTURE AS A PROFESSION
Agricultural, forestry, and oceanographic technicians. Edited by Howard Sidney. Chicago, J. G. Ferguson Pub. Co., 1969.

344 p. illus. 27 cm. (Career opportunities for technicians and specialists)

S
494.5
A4
B55 AGRICULTURE AS A PROFESSION
Binkley, Harold.
Experience programs for learning vocations in agriculture by Harold Binkley and Carsie Hammonds. Danville, Ill., Interstate Printers & Publishers, 1970.

604 p. illus. 24 cm.

S
494.5
H6 AGRICULTURE AS A PROFESSION
Hoover, Norman Kurtz, 1913-
Handbook of agricultural occupations; preparation for technical and professional work in agriculture. Danville, Ill., Interstate Printers Publishers, 1963.

254 p. illus.

S
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A4H8 AGRICULTURE AS A PROFESSION
Hutchison, Chester Smith, 1902-
Your future in agriculture by Chester S. Hutchison. 1st ed., New York, Richards Rosen Press, 1965.

191 p. illus. 22 cm. (Careers in depth)

Bibliography: p. 189-191.

S
561
S942A AGRICULTURE AS A PROFESSION
Successful Farming Vo-Ag Teaching Service
Agri-industry careers. Teaching unit no. 1. New York, Merdith Corporation, 1970.

SPECIFIC OCCUPATIONS

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HD
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CIVIL SERVICE POSITIONS
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Profiles; careers in the U.S. Department of agriculture. Washington, D.C., 1968.

S
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AGRICULTURE AS A PROFESSION
Weyant, J. Thomas
An introduction to agricultural business and industry, by J. Thomas Weyant, Norman K. Hoover, and David R. McClay. 3d ed. Danville, Ill., Interstate Printers & Publishers, 1966.

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Teacher's guide, by J. Thomas Weyant, Norman K. Hoover and David R. McClay. 2d ed. Danville, Ill. Interstate Printers & Publishers, 1966.
113 p. 28 cm.
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S4945A4W4 1966 Guide

Business

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V. F.
American Vocational Association
Career information; business & office occupations. Washington, D.C., 1970.

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OCCUPATIONS
Bureau of Business and Economic Research
Hiring Standards and Job Opportunities for Beginning Office Workers; A Report of a Survey of Selected Business Firms in Iowa and Surrounding States by Norman F. Kallus. Iowa City, College of Business Administration, The University of Iowa, 1970.

15 p.

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PROGRAMMING (ELECTRONIC COMPUTERS) - VOCATIONAL GUIDANCE
Davis, Sidney
Your future in computer programming (1st ed) New York, Rosen, 1969.

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SPECIFIC OCCUPATIONS

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Your future in accounting
Locklear, Edmond.
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Your future as a shorthand reporter by Edward J. Van Allen. 1st ed., New York, Richards Rosen Press, 1969.

140 p. illus. 22 cm. (Careers in depth)

Describes the careers open to a shorthand reporter, the educational requirements, and the financial rewards. The author includes first-hand experiences from his own career.

SECRETARIES FILMSTRIP RECORD SET

HF
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Gotham Film Productions, Inc.
First National City Bank presents, "Just a secretary." Gotham Film Productions, Inc.

1 filmstrip - color
1 record - 33 1/3 rpm

SPECIFIC OCCUPATIONS

Health Occupations

V.F. American Nurses' Association
Health occupations supportive to nursing; a statement of policies and recommendations. New York, 1965.

9 p.

R
728 MEDICAL SECRETARIES
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Your future in medical assisting by Norma B. Chernok. 1st ed., New York, R. Rosen Press, 1966, 1967.

126 p. illus. 23 cm. (Careers in depth, 70)

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Employment outlook of medical technologists, medical laboratory assistants.
Medical laboratory careers with a future.
Why not be a medical technologist?
A career for you as a certified laboratory assistant.
Fact sheet-Careers in the medical laboratory
Careers with a future
Accredited educational programs for certified laboratory assiatants
National committee for careers in medical technology

RA
440.9 Health technicians, edited by Robert E. Kinsinger.
H4 Chicago, J. G. Ferguson, 1970

RA
972.5 HOSPITALS - VOCATIONAL GUIDANCE
K5 Kirk, Weir Richard.
Aim for a job in a hospital 1st ed. New York, R. Rosen Press

124 p. illus. 22 cm. (Aim high vocational series)

RT
62 Career opportunities as a licensed practical nurse
N2770 National Association for Practical Nurse
Education and Service, Inc. Career opportunities as a licensed practical nurse. New York, 1970.

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Health Occupations

RT
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R47 Resource Publications, inc.
Index of opportunity in nursing. 1969 ed. Princeton, N.J. 1969

92 p. 28 cm. (Career resource series)

HF
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U58H U.S. Dept. of Labor
Health careers guidebook. Washington D.C., 1965.

251 p.

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U58t U.S. Dept of Labor. Manpower administration.
Technology and manpower in the health service industry, 1965-75. Washington, D.C., U.S. Gov't. Printing Office, 1967.

109 p. (Manpower Research Bulletin, No. 14)

RA MEDICAL CARE-OCCUPATIONS
410.5 Washington, State of
W1 Occupational trends in health care industries; King County 1965-1970. State of Washington, Dept. of Employment Security and State Board for Vocational Education, December, 1965

82 OF 292 Microfiche
ED PRACTICAL NURSING - STUDY AND TEACHING
045860 Frazier, William D.
A comparitive follow-up study of graduates of two licensed practical nurse programs in the Oklahoma City metropolitan area, by William D. Frazier and Bill W. Stevenson. n.d.

8 p. (Microfiche Collection of Clearinghouse Documents)

156 OF 292 Microfiche
ED OCCUPATIONS
045860 Occupational guides for selected occupations in health services in Colorado; September 1966 with projections to September 1969. Denver, Colorado State Dept. of Employment, 1968.

42. p. (Microfiche Collection of Clearinghouse Documents)

SPECIFIC OCCUPATIONS

Marketing

VF

ADVERTISING AS A PROFESSION
American Association of Advertising Agencies
Advertising: A career of Action and Variety for Exceptional Men and Women.
New York, 1970.

23 p.

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Boland, Charles Michael
Careers and opportunities in advertising. New York, Dutton, 1964.

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Brenner, Barbara.
Careers and opportunities in fashion. 1st ed. New York, Dutton, 1964.

191 p. illus., port. 21 cm.
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Your future in the fashion world
Fashion Group.
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Kaplan, Albert A
Careers in department store merchandising, by Albert A. Kaplan and Margaret de Mille. New York, H.Z. Walck, 1962.

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HF5465.U4K2 658.871069 62-21792

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National Manpower Council
A policy for skilled manpower: a statement by the Council with facts and issues prepared by the research staff. New York, Columbia University Press, 1954.

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High School dropouts and vocational education in Wisconsin. Madison, Wisconsin, University of Wisconsin, 1970.

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78 p.

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Strong, Merle E.
An assessment of Wisconsin's vocational and technical education program. Madison, Wisconsin, Advisory Council for Vocational Education, 1970.

194 p.

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U. S. Dept. of Health, Education and Welfare
Office of Education
Education for a changing world; report of the panel of consultants on Vocational education; prepared at the request of the President of the United States, U. S. Dept. of HEW, 1963.

xiii, 296 p.

LB
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U. S. Dept. of Health, Education and Welfare
Office of Education
Course of study and curriculum outlines; technical education.

VF

VOCATIONAL EDUCATION-CURRICULA
U. S. Dept. of Health, Education and Welfare
Office of Education
Occupational criteria and preparatory patterns in technical education programs. Washington, D. C., U. S. Gov't. Printing Office, 1965.

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VOCATIONAL EDUCATION
U. S. Dept. of Health, Education and Welfare
Office of Education
Vocational education and occupations. Washington, D. C., U. S. Gov't. Printing Office, 1969.

292 p.

LC
1081
U8v

VOCATIONAL EDUCATION
U. S. Dept. of Health, Education and Welfare
Office of Education
Vocational education, the bridge between man and his work; a general report of the Advisory Council on Vocational Education. Washington, D. C., U. S. Gov't. Printing Office, 1968.

220 p.

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Earning mobility of MDTA trainees. Washington, D. C., U. S. Gov't. Printing Office, 1967.

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U. S. Dept. of Labor. Manpower Administration.
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Man, education, and work; post-secondary vocational and technical education, by Grant Venn, assisted by Theodore J. Marchese, Jr. Washington, American Council on Education (1964).

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Career Education Directory. Associate Degree--Vocational Diploma.

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Moynihan Associates, Inc.
"Investment for impact" Milwaukee,
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Moynihan Associates, Inc.

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Brissey, George E.
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Community service and related specialists. Edited by Sylvia J. Bayliss (and others) Chicago, J. G. Ferguson (1970)
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TX
911
M3

Careers in Food/Lodging/Travel
Directory of Opportunity
Careers in food/lodging/travel. Mary McConnel, ed. Chicago, Illinois, Medalist Publications, 1968

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OCCUPATIONS
McConnell, Mary ed.
Directory of opportunity in service world management. Chicago, Reconnaissance, Inc., 1967.

195 p.

MARKETING

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Career Opportunities for women in business
King, Alice Gore
Career opportunities for women in business.
New York, Dutton, 1963.

212 p. illus.

HF
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VOCATIONAL GUIDANCE - U. S.
Marketing, business, and office specialists. Edited by Garland D. Wiggs. Chicago, J. G. Ferguson Pub. Co. (1970)
xvii, 303 p. illus. 27 cm. (Career opportunities for technicians and specialists)

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Your Future in marketing
Orent, Norman B.
Your future in marketing (by) Norman B. Orent. (1st ed.) New York, Richards Rosen Press (1966)
158 p. 20 cm. (Careers in depth 59)

HD
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Careers in Agri-Business and Industry
Stone, Archie Augustus, 1893-
Careers in agri-business and industry, by Archie A. Stone. Danville, Ill., Interstate Printers & Publishers (1965).

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FILMSTRIP RECORD SET
A career in fashion distribution
Penny, J. C. Company
A career in fashion distribution. New York, J. C. Penny Co., 1969.

Record-Filmstrip (6 min.)

TRADES AND INDUSTRIAL

HD
8039
A82U68

Your Future in the Automotive Industry
Taylor, Dawson.
Your future in the automotive industry. (1st ed.)
New York, Richards Rosen Press (1963)
160 p. 20 cm. (Careers in depth, 31)

V. F.

OCCUPATIONS
U. S. Department of Labor; Manpower Administration
Technical report on occupations in numerically controlled metal-cutting machining. U. S. Dept. of Labor; Manpower Administration, 1968

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OCCUPATIONS
Keys to careers in science and technology
Washington, D. C., National Science Teachers
SEE Assn., 1967.
OCCUPATIONS

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Careers and Opportunities in Engineering
Pollack, Philip.
Careers and opportunities in engineering. Rev. and brought up to date by John D. Alden. With an introd. by John R. Ragazzini. New York, Dutton, 1967.
224 p. illus. 21 cm.

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Carrers and Opportunities in Science
Pollack, Philip
Careers and opportunities in science, survey of all fields, with an introd. by Glenn T. Seaborg. New rev. ed. New York, Dutton, 1960.
194 p, illus.

V. F.

CIVIL SERVICE POSITIONS
United States Civil Service Commission
Science and engineering careers in government, Descriptions of beginning jobs for young people
U. S. Civil Service Commission, 1967

TRADES AND INDUSTRIAL

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D6

ENGINEERING AS A PROFESSION

Dobrovolny, Jerry S.

Civil Engineering Technology Consultants' Workshop: (report) Prepared by Jerry S. Dobrovolny. (Washington, American Association of Junior Colleges, 1968)

31 p. 23 cm.

TA
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G7

ENGINEERING AS A PROFESSION

Golze', Alfred R. 1905-

Your future in civil engineering (by) Alfred R. Golze'. (1st ed.) New York, Richards Rosen Press (1965)

159 p. 20 cm. (Careers in depth)

NA
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G7

ARCHITECTURE AS A PROFESSION

Grad, Bernard John, 1908-

Adventure into architecture. New York, Arco Pub. Co. (1968)

189 p. illus. 32 cm. 12.50

T
357
S7

MECHANICAL DRAWING AS A PROFESSION

Stern, Benjamin J., 1899-

Opportunities in a drafting career. New York, Educational Books Division, Universal Publishing and Distributing Corporation, 1967.

96 p. illus. (VGM career series, V. 162)

HD
5724
U58d

U. S. Dept. of Labor. Manpower Administration.

Technology and manpower in design and drafting, 1965-75. Washington, D. C., U. S. Gov't. Printing Office, 1966.

39 p. (Manpower Research Bulletin, No. 12.)

1. Manpower. 2. Mechanical drawing. 3. Mechanical engineers. I. Title.

TK
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C3

Careers and Opportunities in Electronics.

Carroll, John Millar

Careers and opportunities in electronics. New York, Dutton, 1963.

191 p. illus.

TRADES AND INDUSTRIAL

TA
157 ENGINEERING AS A PROFESSION
A75 Amstead, B H
Engineering as a career today (by) B. H. Amstead and Wilbourn McNutt. Illustrated with photos. and diagrs. New York, Dodd, Mead (1967)

TA
147 ENGINEERING AS A PROFESSION
B4 Beakley, George C.
Engineering; an introduction to a creative profession (by) George C. Beakley (and) H. W. Leach. New York, Macmillan (1967)
xi, 548 p. illus 26 cm.

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157 ENGINEERING AS A PROFESSION
C6 Constance, John Dennis, 1909-
How to become a professional engineer (by) John D. Constance. 2d ed. New York, McGraw-Hill (1966)
xvii, 294 p. illus. 21 cm.
Includes bibliographies.

TA
157 ENGINEERING AS A PROFESSION
E63 Engineering technicians, edited by Walter J. Brooking. Chicago, J. G. Ferguson Pub. Co. (1969)
386 p. illus., ports. 27 cm. (Career opportunities for technicians and specialists)

TA
157 ENGINEERING AS A PROFESSION
K4 Kemper, John Dustin.
The engineer and his profession. New York, Holt, Rinehart and Winston (1967)
viii, 248 p. illus. 23 cm.
Bibliographical footnotes.

1. Engineering as a profession 1. Title
TA157.K4 620.0023 67-11812
Library of Congress

TH
159 BUILDING TRADES-VOCATIONAL GUIDANCE
D35 Daly, Donald F.
Aim for a job in the building trades (by) Donald F. Daly. (1st ed.) New York, R. Rosen Press (1970)
158 p. illus. 22 cm. (Aim high vocational series) 4.00

EDUCATION OF ADULTS

VF EDUCATION OF ADULTS
The case of adult education.

SEE EDUCATION OF ADULTS

VF EDUCATION OF ADULTS
Counseling and interviewing adult students.

SEE EDUCATION OF ADULTS

LC
5251 EDUCATION OF ADULTS - DIRECT
H3 Handbook of adult education in the United States. (1934)

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5251 EDUCATION OF ADULTS
L292B Lanning, Frank W.
Basic education for the disadvantaged adult: theory and practice by Frank W. Lanning and Wesley A. Many. Boston, Houghton Mifflin Co., 1966.

411 p.

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5215 EDUCATION OF ADULTS
S67 Snow, Robert H.
Community adult education; methods of organizing and maintaining learning opportunities for men and women. New York, Putmam (1955).

170 p. 22 cm.

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5215 EDUCATION OF ADULTS
U58E U. S. Dept. of Health, Education and Welfare
Office of Education
Educationally deficient adults; their education and training needs. Washington, D. C., U. S. Gov't. Printing Office, 1965.

60 p.

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5215 EDUCATION OF ADULTS
V4 Verner, Coolie
Adult education. With the assistance of Alan Booth. Washington, Center for Applied Research in Education (1964).

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Bibliography: p. 113-114

OBJECTIVES OF THE CAREER EDUCATION PROJECT

The overall objective of the program is to develop career education activities for the total spectrum of education from K through adult programs. The components of this project will collaborate with the project by the Eau Claire Public School District in providing a realistic career educational program to the citizens of the area served. The more specific components of this career education project include:

OBJECTIVES OF CAREER EDUCATION PROJECT (13-14 and Adult)

1. Assist in developing and providing information and materials regarding specific occupational careers which could be incorporated into elementary and secondary career education guides. (i.e. bibliography of tapes, slides, and filmstrips, Career Education Directories, brochures, catalogs, etc., available in the area and at the Technical Institute).

2. Disseminate career education materials to elementary and secondary schools throughout the district and provide orientation of this material to these schools (by means of mailings, area coordinators, career calls, visitations, tours, film slides, open houses, seminars, in-service programs, etc.)

3. Identify career education concepts and prepare a guide for the integration of such concepts in the one and two-year curriculums, apprenticeship, short term adult and pre-vocational programs offered by District One Technical Institute. (Utilize guides prepared by others to draft a guide applicable at the Technical Institute in the 3 week summer workshop, June 1 -30, 1972; apply and test this guide during the 1972-73 school year and review and revise the guide in a 1973 summer workshop).

4. Expand counseling services in post high school education. (Liaison, exchange, coordinated and/or "cooperating counseling service" to be enacted between the Technical Institute and the three universities located within the district. Further, on-campus and/or off-campus exchange counseling services to be offered to students of both systems for articulation between and among these institutions. Transfer procedures, policies, and orientation of transfer students should be developed, communicated and kept current.)

5. Provide liaison with other agencies such as vocational rehabilitation, WIN, and employment services in the counseling of students regarding choice of occupational careers and education programs. (This includes job placement of those seeking entry level jobs, job changes, military service, marriage counseling, and liaison with referral agencies.)

6. Develop localized orientation materials for students enrolling in post high school vocational, technical education. (Audio visual, handouts, meetings, etc., in coordination with staff and students to assist in informing the students about the school, the community and the world of work.)

7. Develop informational packages to be used with the mass media, social organizations, teacher workshops, parent associations, etc., that could provide for the understanding of career education. (Utilize contacts and surveys of the public we serve to determine their needs as well as the extent to which these needs are being met and ways we may better serve them.)

PERIODICALS

1. Adult Education
2. Adult Leadership
3. Agricultural Education
4. American Education
5. American School Board Journal
6. American Vocational Journal
7. Business Education Forum
8. Business Education World
9. Employment and Earnings Monthly
10. Engineering Education
11. Engineering Manpower Bulletin
12. Focus on Guidance
13. IAVE (Industrial Arts & Vocational Education)
14. IEEE Student Journal (Institute of Electrical and Electronics Engineers)
15. Journal of Business Education
16. Journal of Rehabilitation
17. Man/Society/Technology, A Journal of Industrial Arts Education
18. Monthly Labor Review
19. Nations Schools
20. Occupational Education Bulletin
21. Occupational Opportunities Information for Wisconsin
22. Occupational Outlook Quarterly
23. Technical Education News
24. Today's Education
25. Vocational Guidance Quarterly

PERIODICALS (Cont.)

26. Wisconsin Economic Indicators
27. Wisconsin Industrial Education Association Newsletter
28. Wisconsin Journal of Education
29. Wisconsin Manpower Report

THE ERIC SYSTEM - (Education Resourses Information Center)

ERIC is a national information system that collects, abstracts, indexes, interprets, and disseminates research material in the field of education. ERIC documents are available in two forms - microfiche, a 4 x 6 - inch sheet of microfilm with the capacity for 70 pages of text, and hard copy print - outs.

Following is a list of indexes and reference tools that analyze and make accessible the educational material available through the ERIC system.

AIM Abstracts of Instructional Materials in Vocational and Technical Education

ARM Abstracts of Research and Related Materials in Vocational and Technical Education

ERIC Junior College Review

Research in Education

Thesaurus of ERIC Descriptors - A structured compilation of approximately 3,200 educational terms used to index and enter documents into the ERIC system.

CAREER EDUCATION WORKSHOP

SOURCES OF AUDIO VISUAL MATERIALS

Audio Visual Market Place, Multimedia Guide,* 1970, catalog, Collier-Mac-millian School and Library Service, 866 Third Avenue, New York, New York.

Educational Film Guide, edited by Josephine Antonini, H. W. Wilson Company, 950 University Avenue, New York, New York.

Educators Guide to Free Films, 24th Edition, Educators Progress Service, Randolph, Wisconsin (Revised Annually).

Educational Television Motion Pictures, NET Film Service, Audio Visual Center, Indiana University, Bloomington, Indiana.

Guide to Microforms in Print 1972,* NCR Microcard Editions, 901 Twenty-Sixth Street, N. W. Washington, D. C.

Guides to Newer Educational Media,* Second Ed., compiled and edited by Margarett I. Rufsvold and Carolyn Guss, American Library Association, Chicago, Illinois.

Learning Directory 1970-71,* Instructional Materials Index, seven volumes, Westinghouse Learning Corporation, 100 Park Avenue, New York, New York.

National Center for Audio Tapes 1970-72, Catalog,* University of Colorado, Stadium Building, Boulder, Colorado.

NICEM: Index to Audio Tapes, First Ed., (1971) National Information Center for Educational Media (NICEM) University of Southern California University Park, Los Angeles, California.

NICEM: Index to 16mm Educational Films, 1st Ed., 1971, National Information Center for Educational Media (NICEM), University of Southern California, University Park, Los Angeles, California.

NICEM: Index to Videotapes, 1st Ed., 1971, National Information Center for Educational Medial (NICEM) University of Southern California, University Park, Los Angeles, California.

Subject Guide to Microforms in Print, 1970-71,* Carol Wade, Editor, NCR Microcard Editions, National Cash Register Co., 901 Twenty-Sixth St., Washington, D. C.

U. S. Government Films, National Audiovisual Center, General Services Administration, Washington, D. C.

CAREER EDUCATION WORKSHOP

SOURCES OF AUDIO VISUAL MATERIALS

The Educational Media Index, Educational Media Council and U. S. Office of Education, Department of Health, Education and Welfare. McGraw Hill Book Company, New York, 1964.

Volume 1, Pre-School and Primary, (Grades K-3) A comprehensive index to all subject areas, Kindergarten through third grade.

Volume 2, Intermediate, (Grades 4-6) A comprehensive index to all subject areas, fourth through sixth grade.

Volume 3, Art and Music (Grade 7 through College, Adult) Architecture, Dramatic Arts, Painting, Photography.

Volume 4, Business Education and Training (Grade 7 through College, Adult) Advertising, Banking and Finance, Management, Marketing, Secretarial Training.

Volume 5, English Language (Grade 7 through College, Adult) Grammar, Literature, Speech, Composition.

Volume 6, Foreign Languages (Grade 7 through College, Adult) Grammar, Literature, Spoken Language.

Volume 7, Guidance, Psychology and Teacher Education (Grade 7 through College, Adult) Educational, Personal Vocational Guidance; Pre-Service Teacher Education.

Volume 8, Health-Safety and Home Economics (Grade 7 through College, Adult) Personal Health, Driver Education, Physical Education, Sports and Recreation; Home Management, Child Care, Clothing and Foods.

Volume 9, Industrial and Agricultural Education (Grade 7 through College, Adult) Industrial Arts, Technical Training, Vocational Training.

Volume 10, Mathematics (Grade 7 through College, Adult) Arithemtic, Algebra, Geometry, Trigonometry, Higher Mathematics.

Volume 11, Science and Engineering (Grade 7 through College, Adult) Astronomy, Life Sciences, Earth Sciences, Chemistry, Physics; Engineering Education.

Volume 12, Geography and History (Grade 7 through College, Adult) Archeology, Anthropology, Philosophy, Religion.

Volume 13, Economics and Political Science (Grade 7 through College, Adult) Government, Law, Sociology.

Volume 14, Master Title Index - A non-descriptive list of all titles.

*Denotes resource guides that are available at District One Technical Institute.

UPDATE

LB
1028
W872b

Wisconsin. University. Industrial Relations Research Institute. Center for Studies in Vocational and Technical Education.
Vocational-technical report, a bibliographic listing in ten volumes.

Contents--1. Administration and organization--2. Curriculum--3. Instruction--4. Guidance--5. Teaching staff and selection--6. Job analysis --7. Job placement--8. Work experience--9. Legislation--10. Apprenticeship--11. Technological change--12. Cost-benefit analysis--

LB
1028
W872b

Wisconsin. University. Industrial Relations Research Institute. Center for Studies in Vocational and Technical Education.
Vocational-technical report. (Card 2)

13. Job cluster concepts--14. Disadvantaged groups--15. Educational policy--16. Manpower --17. Finance--18. Retraining--19. Ordering and selected acquisitions listing.

LB
1027.5
C397P

Ohio. State University. Center for Vocational and Technical Education.
Planning ahead for the world of work: development and field testing of curriculum materials for secondary school girls; an abstract. Columbus, 1971.

Various pagings.

HV
7921
W811

Wisconsin. Legislative Reference Library.
The making of a policeman. Madison, Wisconsin, 1968-

52 p.

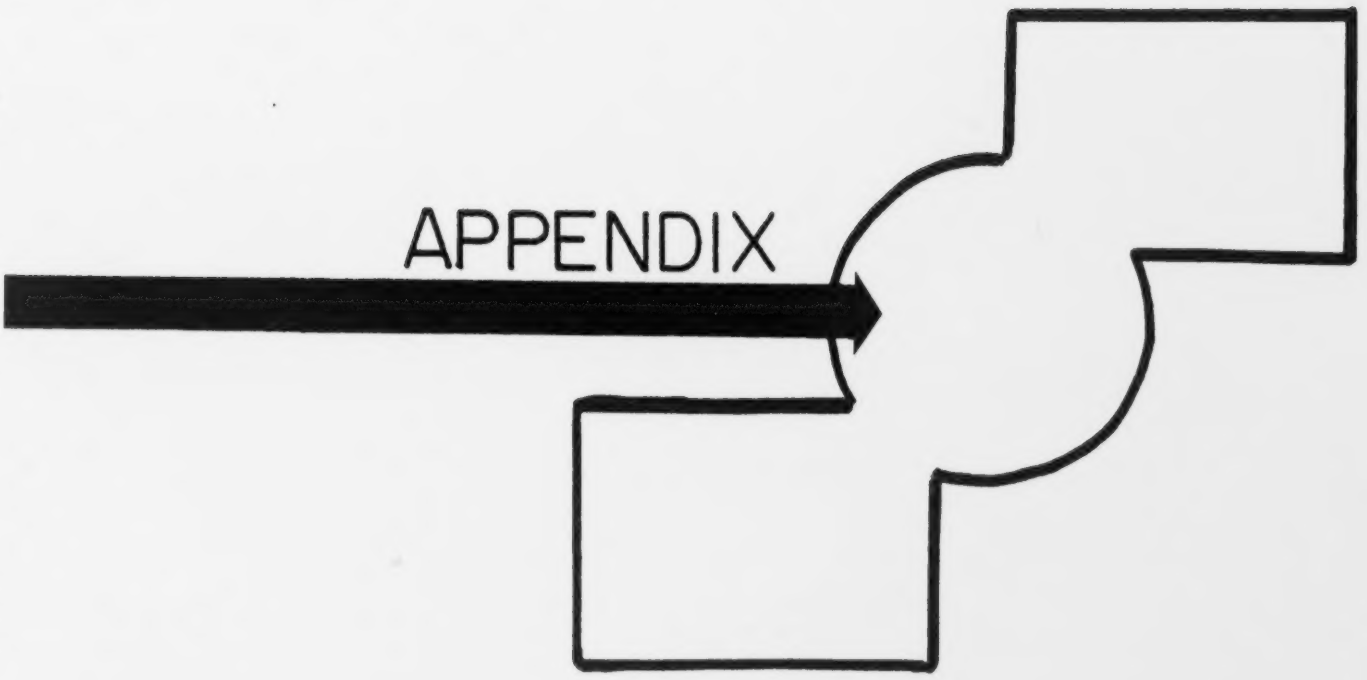
LC
1041
A512

Box

American Vocational Association.
Miscellaneous pamphlets published by AVA.

V. F.

Wisconsin Board of Vocational, Technical, and Adult Education.
Opportunities through education at vocational, technical and adult career campuses in Wisconsin 1971-


APPENDIX

PARTICIPANTS IN A 13-14 AND ADULT CAREER EDUCATION WORKSHOP

Agriculture	Irvin Rounsville
Business	Milo Swenson Joanne Dow
Distributive Education	Michael Johnson
Field Services	Gerald Jacobson
Food Services	Karen Demaree
General Education	Joan Barry Schuyler Van Gordon Al Guite
Health Occupations	Elizabeth Rolland
Home Economics	Betty Gertner
Student Services	Gerald Silvernail
Trade & Industry	Leslie Gilbertson Chet Smuhl
Audio-Visual Consultant	John Arata
Audio-Visual Assistant	John Stygar
Career Education Coordinator	Orval Gabriel
Career Education Consultant	Russ Mandy
Career Education Consultant	Jerry Scott
Wisconsin Board-Vocational, Technical and Adult Education (Madison, Wisconsin)	Jim Fisher

1972 SUMMER WORKSHOP

CAREER EDUCATION SPEAKERS

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College Park, Maryland

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Production Manager
Sterling Pulp and Paper Company
Dells Dam
Eau Claire, Wisconsin

Mr. Vernon Enwald
Executive Director
Chamber of Commerce
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Eau Claire, Wisconsin

Mrs. Mildred Robbe
Personnel Director
Wisconsin Telephone Company
301 South Farwell Street
Eau Claire, Wisconsin

Mrs. Jack Edson
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Eau Claire, Wisconsin

Mrs. Joey Hill
339 McKinley Avenue
Eau Claire, Wisconsin

Mr. & Mrs. William Gharrity
616 Balcom Street
Eau Claire, Wisconsin

Honorable Thomas Barland
County Judge
Eau Claire County Court House
Eau Claire, Wisconsin

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Chief Psychologist
Board of Education
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Public Information
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Eau Claire, Wisconsin

Mr. Dale Anderson
Placement Counselor
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Mr. Jack Puffer
Franklin School System
Franklin, Wisconsin

Dr. Marvin Lansing, Superintendent
Eau Claire Public School System
Eau Claire, Wisconsin

Mr. Arthur Kopp, Assistant Director
Student Services
District One Technical Institute
Eau Claire, Wisconsin

Miss Jan Cunningham
Wisconsin State Employment Service
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Eau Claire, Wisconsin

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Photo-Art Visual Service
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Mr. Norbert Wurtzel, Assistant
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District One Technical Institute
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Mr. John Arata
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Mr. Ian Smith
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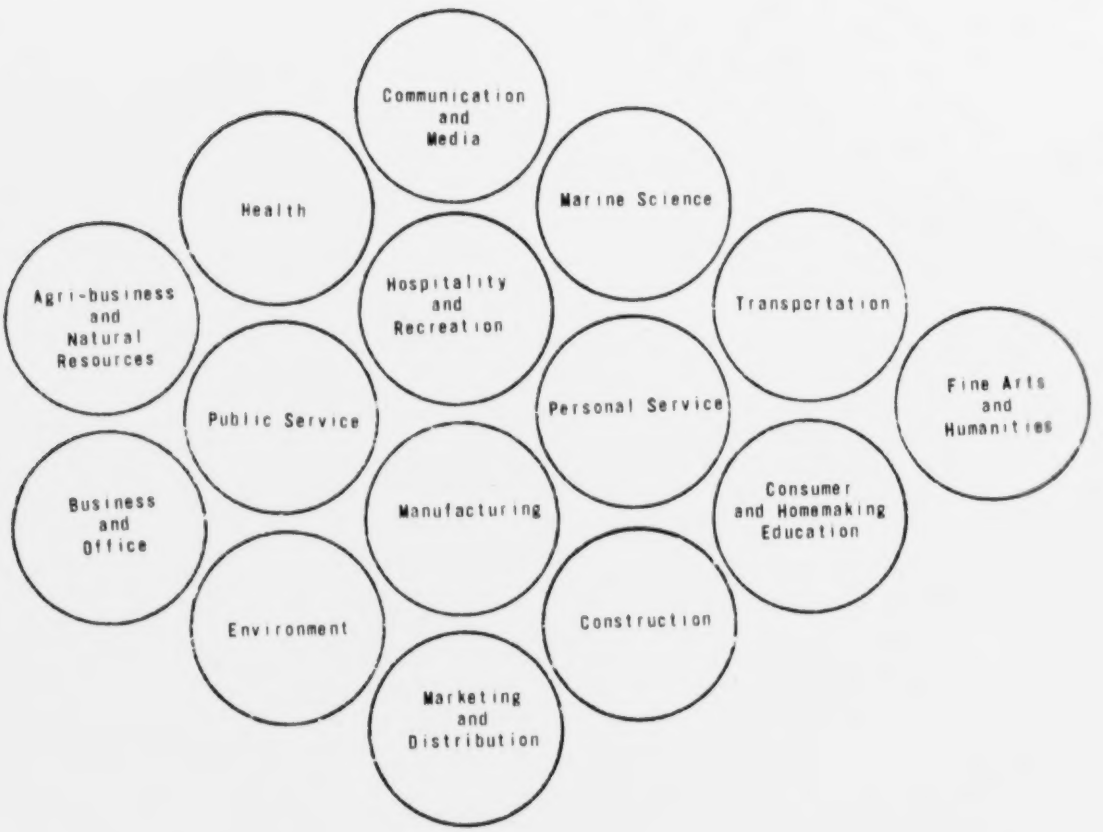
UNITED STATES OFFICE OF EDUCATION

FIFTEEN OCCUPATIONAL CLUSTERS



KEY TO PREVIOUS OCCUPATIONAL CLUSTERS ILLUSTRATED

CAREER EDUCATION

DRAFT #4

421 - 744 (Session I)
Seminar on Career Education
Summer, 1972
Most Distinguished Professor
William Micheels

Working has always been a part of living. In this sense Career Education in the past was a part of growing up, whether the education occured as a part of family living, on the job, or in the more formal setting of an educational institution. One result was the growth of our present technological society which resulted in many kinds of progress, but also brought many new problems which remain to be solved.

For example, today we are confronted with a situation where significant numbers of individuals are unemployed or underemployed, for a variety of reasons. The situation is such that many people are calling for a re-examination of goals (as well as means), whereby our society can best help each individual to understand himself, to appreciate the opportunities available to him, and to become an enlightened, contributing member of his society. This is the setting in which career education is emerging as a new thrust to meet the needs of our complex society.

Career Education is the systematic development of a broad base of general knowledge and saleable skills which will be useful to each person as a producer (and a consumer). All students should be introduced to a wide variety of learning experiences which will help them to understand and utilize their abilities, interests, aptitudes and talents. An important goal of career education is to help individuals of all ages realize their potential in the wide spectrum of work opportunities and leisure

time activities. Community resources should be inventoried and utilized as a part of the teaching-learning process.

Underlying career education is the concept that all educational experiences (in and out of school) should be geared to preparation for economic independence and an appreciation for the dignity of all forms of work. Career education requires a continuous evaluation of an individual's needs, and in such a manner as to provide for the flexible adaptation of his skills and talents.

Career education will be successful when an individual can evaluate himself as being:

1. a productive member of society
2. employable in a variety of occupations, and
3. satisfied with the work he is doing and the life he is living.

LISTED BELOW ARE OHIO STATE UNIVERSITY'S THIRTY-TWO CCEM MATRIX THEMES SUGGESTED BY THE BREAKDOWN OF THE EIGHT ELEMENTS:

I. SELF AWARENESS ELEMENT

1. The student will come to recognize the relationships of his interests, aptitudes, and achievements to realization of his career aspirations.

2. The student will understand and use the concept of "role" as a way of learning about himself in relation to his culture.

3. The student will, through coming to know himself, learn to understand, accept and respect his own uniqueness both in terms of his past development and as changes occur in him as a result of learning, growth and maturation.

4. The student will come to understand and recognize the forces in his environment that influence his development (i.e., social, economic, educational, cultural, etc.)

5. The student will recognize that self knowledge is related to a set or system of values that is unique to him.

6. The student will learn the importance of establishing (although tentative) personally relevant goals based upon an understanding of himself.

II. EDUCATIONAL AWARENESS ELEMENT

7. The student will recognize that learning is a continuous process that occurs both in school as well as outside of school.

8. The student will recognize that his educational experiences are a part of his total career education and development.

9. The student will recognize that various career directions are related to different types of educational preparation.

10. The student will recognize the significance of education (i.e., the development of language, computational and reasoning skills and mastery of content knowledge) as a primary means of achieving career and life goals.

III. CAREER AWARENESS ELEMENT

11. The student will understand the variety and complexity of occupations and possible careers associated with the world of work.

12. The student will understand the way in which occupations and careers relate to the goals, needs and functions of the society.

13. The student will be able to determine the basic characteristics and qualifications related to preparation for and performance of the major tasks associated with various occupational roles.

14. The student will understand that "career" involves progression through stages of preparation for and the performance of occupational roles and may involve a change in basic vocational direction.

15. The student will understand the relationship between an individual's career and his overall life style.

IV. ECONOMIC AWARENESS ELEMENT

16. The students will understand the relationship between various occupational roles and related personal economics and life style.

17. The student will understand the range of social and economic benefits, associated with various occupational roles and careers, that are acquired in addition to one's actual salary or pay.

18. The student will understand how economic wealth is accumulated by means other than those related directly to most occupations or careers (i.e., investments, interests, insurance, savings, etc.) and how these may influence his career and life style.

19. The student will be able to effectively relate his present and anticipated economic status to the economic status of the Nation, his State and community and understand the possible effects various trends and changes may have on his status.

V. DECISION MAKING ELEMENT

20. The student will be able to identify and state personal (career) goals as part of the process related to making decisions (related to career).

21. The student will become proficient in the process of identifying, gathering and using resource information as part of the process of making decisions (related to career).

22. The student will understand that the decision making process includes responsible action in identifying possible alternatives, selecting the alternative most consistent with his values and goals and in taking the steps necessary to implement the chosen course of action.

VI. BEGINNING COMPETENCY ELEMENT

23. The student will develop the planning and process skills required to identify the objectives of a task, specify the resources required, outline the steps necessary to complete the task, perform the actual operations and evaluate the final product.

24. The student will develop an understanding of the material used and processes associated with business, commercial and industrial activity, and production and will be competent in the use of the basic tools, equipment and materials associated with carrying out those processes.

25. The student will develop understanding of the fundamental types of interpersonal relationships generated as a result of the interaction of various occupational and career roles (i.e., employer, employee, supervisor, worker, associate, professional, para-professional, etc.)

26. The student will develop the educational and occupational competency regarded as basic and important to moving on to the next stage of preparation for and/or entry into the career area of his interest.

27. The student will develop the required entry level or in-depth skills appropriate for gainful employment in an area of occupational interest.

VII. EMPLOYABILITY SKILLS ELEMENT

28. The student will recognize and understand the advantages and responsibilities associated with working independently, as a member of a cooperative team and/or in being supervised or directed.

29. The student will be able to relate information about his interests, aptitudes and qualifications to his selecting, learning and/or performing duties or occupational roles assigned to, or chosen by him.

30. The student will develop through his educational experiences (especially in those areas that relate to career preparation), the basic work habits and attitudes regarded as necessary for entry and performance in the occupation and career of his choice.

VIII. ATTITUDES AND APPRECIATIONS ELEMENT

31. The student will recognize that once a task or job is accepted there are certain responsibilities to himself and others.

32. The student will recognize differences in others and will develop tolerance and flexibility in his interpersonal relationships.

HOW TO USE ERIC

Adopted From: A publication of the

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

1968 Publication from the Government
Printing Office, Washington, D. C.

1. INTRODUCTION

Throughout the educational community, today's predominant theme is change. New curriculums, new media, and new teaching methods are being designed and developed inlaboratories and classrooms throughout the country. These activities are going on at a rate unprecedented in the history of education.

All this recent and expanding activity has produced a large number of valuable documents, many of which have not reached the people who need them. The purpose of the Educational Resources Information Center-ERIC-is to provide access to this literature.

2. What is ERIC?

A national information system

A source for obtaining documents on education

A network of decentralized information centers.

What does ERIC do?

Collects, stores, and disseminates information on education

Furnishes copies of educational documents at nominal cost

Prepares bibliographies and research reviews on critical topics in education

Coordinates the efforts of decentralized information centers throughout the country.

3. Who can use ERIC?. . . and How?

School Administrators	To identify new and significant educational developments
	To apply new management tools and practices to the local situation
	To base budget estimates on the latest research data

Teachers	To obtain the latest information on preservice and inservice training
	To learn about new classroom techniques and materials
	To discover "how-to-do-it" projects for personal and professional development
Researchers	To keep up-to-date on reasearch in their field of interest
	To avoid duplication of research efforts
	To obtain full-text documents on research
Information Specialists	To compile bibliographies on specific educational topics
	To search ERIC publications for answers to inquiries
	To locate and order documents for local information centers
Professional Organizations	To assist members in keeping abreast of research in a specific area of education
	To inform members of significant developments or documents in peripheral or related areas of education
Graduate and Undergraduate Students	To gain access to the latest information for preparing term papers, theses, and dissertations
	To obtain information on career development in education
	To build a personalized, low-cost library on education.

4. ERIC as a Resource

ERIC is a national information system dedicated to the progress of education through the dissemination of educational research results, research-related materials, and other resource information that can be used in developing more effective educational programs. Through a network of specialized centers or clearinghouses, each of which is responsible for a particular educational area, the information is monitored, acquired, evaluated, abstracted, indexed, and listed in ERIC reference products. These reference publications thus provide access to reports of innovative programs and the most significant efforts in educational research, both current and historical.

Further, each clearinghouse generates newsletters, bulletins, bibliographies, research reviews, and interpretive studies on educational subjects to satisfy the needs of the educational area it serves.

5. Consult the Thesaurus--for in-depth searches you may find it helpful to use the Thesaurus of ERIC Descriptors, the information retrieval thesaurus for ERIC documents. This volume guides you from the main entry-dropouts-to all synonyms, near-synonyms, narrower terms, broader terms, and related terms.

DRIVER TRAINING
  USE Driver Education

DROPOUT ATTITUDES
  BT Attitudes
  RT Dropouts
     Student Alienation

DROPOUT CHARACTERISTICS
  RT Dropouts
     Individual Characteristics

DROPOUT EMPLOYABILITY
  USE Employment

DROPOUT EMPLOYMENT
  USE Dropout Programs

DROPOUT IDENTIFICATION
  UF Identifying Dropouts
  BT Identification
  RT Dropout Prevention
     Dropout Research
     Dropouts
     Potential Dropouts

DROPOUT PREVENTION
  RT Dropout Identification
     Dropout Programs
     Dropout Research
     Dropouts

DROPOUT PROBLEMS
  BT Problems
  RT Dropouts

DROPOUT PROGRAMS
  UF Dropout Employment
  BT Programs
  RT Dropout Prevention
     Dropout Rehabilitation
     Dropout Teaching
     Dropouts

DROPOUT ROLE
  RT Dropouts

DROPOUT TEACHING
  BT Teaching
  RT Dropout Programs
     Dropouts

DROPOUTS
  UF High School Dropouts
     School Dropouts
  NT Adult Dropouts
     Potential Dropouts
     Rural Dropouts
     Urban Dropouts
  RT Academic Failure
     Dropout Attitudes
     Dropout Characteristics
     Dropout Identification
     Dropout Prevention
     Dropout Problems
     Dropout Programs
     Dropout Rate
     Dropout Rehabilitation
     Dropout Research
     Dropout Role
     Dropout Teaching
     Expulsion
     Out of School Youth
     Persistence
     Retraining
     School Holding Power
     Students
     Unemployed
     Unemployment
     Youth

DRUG ADDICTION
  UF Narcotics Addiction
  BT Socially Deviant Behavior
  RT Crime
     Drug Legislation
     Health

6. Read the resume (abstract)--the resume will help you determine whether or not you want the full text. (Information regarding projects is limited to the abstract only.)

LIGENCE QUOTIENT, KUHLMANN ANDERSON INTELLIGENCE TEST, MICHIGAN STUDENT QUESTIONNAIRE, PARENTAL BACKGROUND, SCHOOL INFO. QUESTIONNAIRE, SCOTT FORESMAN CO. BASIC READING TEST, STANFORD ACHIEVEMENT TEST, STUDENT OPINION POLL, STUDENT TEACHER RELATIONSHIP, CONTRACT OEC-8-6-068171-0570

THE RELATIONSHIP BETWEEN CHILDREN'S ATTITUDES TOWARD SCHOOL AND THEIR BEHAVIOR IN THE CLASSROOM WAS EXPLORED. SUBJECTS WERE 125 STUDENTS IN FOUR SIXTH GRADE CLASSROOMS IN A PREDOMINATELY WHITE WORKING CLASS SUBURB. THE CLASSROOM BEHAVIOR OF THE SUBJECTS WAS OBSERVED OVER A THREE MONTH PERIOD. QUESTIONNAIRES DESIGNED TO MEASURE THE CHILDREN'S ATTITUDE TOWARD (1) THE SCHOOL, (2) THEIR SCHOOL WORK AND TEACHER, (3) THEIR INTELLECTUAL AND ACADEMIC EXPERIENCE, (4) THEIR KNOWLEDGE OF THE SCHOOL ENVIRONMENT, AND (5) THEIR CHOICE OF SOCIALLY DESIRABLE RESPONSES WERE ADMINISTERED. BACKGROUND INFORMATION SUCH AS AGE, PARENTAL BACKGROUND, IQ, AND ACHIEVEMENT TEST SCORES WAS ALSO OBTAINED. AMONG THE RESULTS WERE THE FOLLOWING--(1) PUPIL ATTENTION WAS NOT RELATED TO PUPIL ATTITUDES, (2) THE BRIGHTER THE PUPIL, THE MORE LIKELY HE WAS TO BE ATTENTIVE IN CLASS (3) GIRLS WERE MORE FAVORABLY DISPOSED TOWARD THEIR SCHOOL, MORE ACADEMICALLY SUCCESSFUL, AND MORE ATTENTIVE, AND (4) BOYS HAD MORE TEACHER-PUPIL INTERACTIONS AND MORE CONTROL MESSAGES. HOWEVER, THE RESULTS WERE NOT VERY STRONGLY SUPPORTED. STUDENTS WHO WERE DISSATISFIED WITH SCHOOL APPEARED TO BE AS INVOLVED AS THOSE WHO WERE SATISFIED. THIS MAY BE A RESULT OF TEACHER DOMINANCE IN THE CLASSROOM. (SK)

ED 012944 CG 000 658
YUNKER, JOHN A.
PRE-HIGH SCHOOL VOCATIONAL GROUP GUIDANCE FOR POTENTIAL DROPOUTS AND NON-COLLEGE-BOUND STUDENTS.

TRACY ELEMENTARY SCHOOL DISTRICT, CALIF.
PUB DATE JUL 67
EDRS PRICE MF- $0.25 HC-$1.56 37P.
DESCRIPTORS *DROPOUT PREVENTION, *GRADE 8, *GROUP COUNSELING, *OCCUPATIONAL GUIDANCE, *VOCATIONAL EDUCATION, ATTENDANCE, CITIZENSHIP, GRADE POINT AVERAGE, INTEREST SCALES, KUDER PREFERENCE RECORD, LOW MOTIVATION, MOTIVATION TECHNIQUES, NONCOLLEGE PREPARATORY STUDENTS, PEARSONS PRODUCT MOMENT METHOD, POTENTIAL DROPOUTS, VOCATIONAL EDUCATION ACT OF 1963.

THE PURPOSE OF THE STUDY WAS TO DETERMINE THE EFFECTS OF SMALL GROUP GUIDANCE SESSIONS AND INDUSTRIAL TOURS ON AN EXPERIMENTAL GROUP OF MALE, EIGHTH GRADE STUDENTS DEEMED LACKING IN ACADEMIC INTEREST AND/OR ABILITY WHO WERE CLASSIFIED AS POTENTIAL DROPOUTS AND NON-COLLEGE-

BOUND STUDENTS. IT WAS HOPED THAT THE EXPERIENCE WOULD MAKE THEM MORE COGNIZANT OF VOCATIONAL OPPORTUNITIES FOR QUALIFIED PERSONS, HELP THEM TO SELECT BETTER ACADEMIC PROGRAMS, INCREASE THEIR AWARENESS OF PERSONAL STRENGTHS AND WEAKNESSES, AND INCREASE THEIR AWARENESS OF THE RELATIONSHIP BETWEEN SCHOOL AND WORK. DATA FOR RESEARCH WERE GATHERED BY EXAMINING STUDENT GRADE POINT AVERAGES, CITIZENSHIP GRADE AVERAGES, ATTENDANCE RECORDS, AND KUDER PREFERENCE RECORD (KPR) RESULTS. THE KPR WAS ADMINISTERED BOTH BEFORE AND AFTER THE TOURS TOURS TO THE EXPERIMENTAL GROUP AND A CONTROL GROUP. THE EXPERIMENTAL (1) DID NOT AUGMENT STUDENT AWARENESS OF THE IMPORTANCE OF ACADEMIC PURSUITS, (2) DID NOT MOTIVATE STUDENTS TO PERFORM SIGNIFICANTLY BETTER IN CITIZENSHIP OR IN CLASSROOM BEHAVIOR, (3) DID NOT SIGNIFICANTLY LOWER THE NUMBER OF UNEXCUSED ABSENCES, AND (4) DID NOT UNCOVER SIGNIFICANT INTEREST CHANGES. HOWEVER, STUDENTS DID ACHIEVE HIGHER POST-TEST RESULTS ON THE MECHANICAL AND SCIENTIFIC SCALES OF THE KPR. (PR)

ED 012945 CG000666
ADKINS, WINTHROP R. AND OTHERS
DEVELOPMENT OF A SOCIAL CHANGE METHODOLOGY WITH THE HELP OF A RESEARCH ADVISORY PANEL. INTERIM REPORT.

TRAINING RESOURCES FOR YOUTH INC., BROOKLYN, N. Y.
REPORT NUMBER BR-6-8503
PUB DATE 31 MAR 67
EDRS PRICE MF-$0.50 HC-$4.98 100P
DESCRIPTORS *DISADVANTAGED YOUTH, * PROGRAM EVALUATION

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